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EXECUTIVE AND EDITORIAL OFFICES: 5517 GERMANTOWN AVE., PHILADELPHIA, PA.

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American Education Week

American Education Week is observed each year during the week that includes Armistice Day. For 1928 the dates are November 5-11. This is a week of rededication to the cause of universal education. Its purpose is to develop a fuller understanding of the schools—their ideals, achievements, and needs. We observe Education Week as a time for devotion to the deeper values of our civilization. The program, arranged by the National Education Association and the American Legion, is built around the seven objectives of education.

Monday, November 5, Health Day, directs attention to the fact that health is the foundation of personal and social well-being. By helping children form high standards of physical and mental fitness the school contributes to the betterment of the race.

Tuesday, November 6, Home and School Day, emphasizes that home is the central institution by which civilization is advanced. By helping children to establish right attitudes and good habits, the home lays the foundation upon which the school builds.

Wednesday, November 7, Know Your School Day, has for its central thought the school itself. The school teaches children how to learn, how to think, to develop vision, to judge, to do, and gives them an appreciation of accumulated knowledge.

Thursday, November 8, School Opportunity Day, stresses that work is the foundation of progress. The advance of the individual and of the nation depends upon discovering the special talent of each worker. He can then be trained to make the best use of that talent in work that will be a joy and a service.

Friday, November 9, Citizenship Day, calls attention to the fact that schools train the youth of America to become good citizens. Schools eliminate factional and national hatreds and develop that mutual respect, and understanding essential to loyal citizenship.

Saturday, November 10, Community Day, emphasizes that education is a lifelong enterprise. The ability of the individual to improve himself is influenced by the ideals and practises of the community. To improve community standards schools cultivate taste in art, music, literature, and sports.

Sunday, November 11, Armistice Day. This day is *Teachers' Day* in the National Congress of Parents and Teachers when

school patrons call upon the community at large to honor those men and women who through the teaching of our youth are making such a magnificent contribution to the national welfare. See *Child Welfare*, Nov., 1927, p. 99.

Start early to plan. Let the president appoint a special committee to work with principals and teachers on programs to be held each day of the week.

Further material may be had in the Proceedings for 1927 and 1928 of the National Congress of Parents and Teachers, and the Publicity Primer. See the "Child Welfare Magazine" for material on

Health—The first line of defense—Raymond S. Patterson. Feb. 1928; 22:267.

The teacher's health—Lucy Oppen. Jan. 1927; 22:225.

Pulling together—Alice Fisher Loomis. May 1928; 22:428.

The health examination of school children—Dr. LeRoy A. Wilkes. Dec. 1927; 22:177.

Worthy Home Membership—Job or joy ride?—Blanche Bates Creel. March 1928; 22:291.

Parenthood training—Ernest R. and Gladys H. Groves. Apr. 1928; 22:349.

Some thoughts for parents—H. Addington Bruce. May 1928; 22:405.

Home projects improve home conditions—Ivor Spafford. May 1928; 22:409.

Mastery of the Tools, Technics, and Spirit of Learning—Challenging needs of the schools—Joy Elmer Morgan. Nov. 1927; 22:117.

Parents and examinations—Katherine P. Cowin. May 1928; 22:413.

Library service for everyone—Julia Wright Merrill. Oct. 1927; 22:82.

Teachers' Day—Margaretta Willis Reeve. Nov. 1927; 22:99.

What Price—A Good Teacher?—Joy Elmer Morgan. Dec. 1927; 22:165.

Vocational and Economic Effectiveness—Vocational effectiveness—Dr. Edwin A. Lee. Sept. and Oct. 1927; 22:5 and 55.

Choosing a vocation—John Hummer. Feb. 1928; 22:245.

Home influence and future business—L. W. Robinson. Dec. 1927; 22:155.

School and home—Edward Yeomans. Apr. 1928; 22:375.

Faithful Citizenship—Useful citizenship—Will C. Wood. Sept. 1927; 22:12.

Dangerous living—Fred Eastman. Feb. 1928; 22:261.

Home and community—Cornelia James Cannon. Apr. 1928; 22:367.

Risking the movies—Florence Nelson. May 1928; 22:425.

Wise Use of Leisure—The school child's play—Ethel Perrin. Oct. 1927; 22:78.

What shall we do first?—Margaret Kimball. March 1928; 22:305.

Teaching art to children—Harriet Goldstein. Apr. 1928; 22:361.

An appetite for great books—Sarah N. Cleghorn. Apr. 1928; 22:364.

Ethical Character—Unconscious educators—Lydia Lion Roberts. Nov. 1927; 22:203.

The Teacher's part—Ella Lyman Cabot. Apr. 1928; 22:353.

Are you crippling your child?—Catherine Adams. Feb. 1928; 22:254.

The moral influence of the rural teacher—Charles H. Chesley. June 1928; 22:475.

Children and the Moving Pictures^{*}

As Seen from the Box Office

BY H. DORA STECKER

INTRODUCTION

THE National Congress of Parents and Teachers, with characteristic statesmanship, has faced the big problem of motion pictures over a term of years; has courageously attempted to meet the inherent perplexities by an amount of labor and intelligence which even among our membership are not always recognized; and deserves high praise for the constructive measures it has taken in behalf of bettering motion pictures.

Ultimate solutions cannot come from any one group. All of us have definite responsibilities in this matter: the producers of pictures, the exhibitors who show them, parents and theatre patrons, school authorities, public opinion as represented by organizations like this, and the State, among others.

Those of us who are on the firing line, so to speak—right in the theatres—where we face “the industry” so-called, that is, the producers and their distributing systems; where we also have intimate touch with the public through our patrons, that is, the families of our communities, have been asked to bring to you, parents and friends of childhood, our observations in the hope that this interchange of experience may contribute some bit toward ultimate wisdom.

PART I

BUSINESS AND FAMILY LIFE

Dr. Ernest Groves has pointed out to us that the interest of the home as an institution influences much too little the policy of industry and the program of legislation. The obligation of business to community life must eventually be made a part of business ethics, since business derives its sanctions from society at large and must not hurt family life. Dr. Groves goes even further, and in another connection says:

“Industry must justify itself finally on the basis of its effect on family life. . . . If you make divorce fascinating, or you make crime adventurous, as you often do unconsciously [he is now speaking of newspapers] you stand with the forces that hurt the family.”

And so, we may add, with motion pictures. If the cheaper aspects of show life, if the ring, and the underworld, are to remain among the most popular of screen

topics, family life may be affected. For example, the screen has been accused, and justly, of exploiting sex and conflict; and we are reminded that if vast industries like it and the “popular” magazines limit their appeal to the stimulation and satisfaction of primitive needs, the temper and tone of our civilization may be simplified and standardized on primitive levels.

ATTENDANCE OF CHILDREN AT MOVIES

Each week sixty thousand children under twelve attend the movies in Los Angeles, according to a recent study made there, or one child or a children's admission for every ten persons in the city. Children from 5 to 11, inclusive, comprise only one-seventh of the entire population of the country (15 out of 105 millions, excluding our island possessions).

In a rural state like Kansas they found,

^{*} Given before the National Congress of Parents and Teachers, at the Round Table on Motion Pictures, on Wednesday, May 2, 1928, at Cleveland, Ohio.

among a large group of school boys and girls studied, that as far down as the eight-year group no less than 43% (nearly one-half) went to the movies once a week or oftener; at 14, two-thirds went, and at 20, three-fourths of that entire age-group.

In a neighborhood theatre familiar to me, children under 12 constituted over one-fifth of the patrons during the last two years and in neighborhood theatres in various cities with which I have had contact, it is usually reckoned that approximately one-fourth of the admissions are paid by children under 12. Since probably more than two-thirds of the movie houses in the country are located in family districts or serve neighborhood patrons, movie-going on the part of youngsters has assumed impressive proportions.

MAKING IT EASY TO GO

The movie theatres are making a bid for children's attendance, as we all know. In advertising a picture it is considered good publicity, or "exploitation" as it is called, to get the children interested so as to reach the entire family. There are any number of so-called "kiddie" clubs attached to theatres. For instance, when a serial begins, a club is formed, with a membership card, and some prize or reward is offered for attending the ten or twelve installments of the story. "Attenshun, Kiddies; be a member of the 'Vanishing Rider' Club," reads one of these thrilling circulars. William Desmond, the star of this serial, sends a personal message on opening day, promising a nice present for complete attendance. Free tickets as prizes work wonders. A well-known child star sends birthday greetings to children living within the radius of a certain enterprising theatre. And there are a thousand other devices.

It is the youngster of the family who reads the theatre program, carefully studies the lobby display, and steers the family attendance to some degree.

THEATRE ADMISSIONS

Almost everywhere admissions for children are kept low enough to attract the whole family. Often the charge is ten cents. So far as observation goes, admissions, with few exceptions, are no higher

than 25 cents for those under 12 or thereabouts, even in the palatial combination vaudeville-picture theatre of the large cities, where adults pay 75 cents.

In order to discourage the indiscriminate attendance of children at the theatre with which I am connected, I have introduced the following rules: (1) Requiring tickets for all children beyond the infant stage, although they are admitted free elsewhere; (2) raising the general admission for all children slightly; (3) refusing to sell tickets to children under 12 after 8 P. M. unless accompanied by someone old enough to be responsible.

The down-town houses of one city have recently eased up their regulations regarding children; they are admitting runabouts without charge, and are charging low admission for others under 12, with the result that there is more childish prattle heard in the principal theatres of that city than ever before.

We should question any arrangement which makes it easy for parents to bring very young children. This includes the so-called "nursery rooms" which one finds in the theatre occasionally. Dr. Max Seham, author of "The Tired Child," reminds us that, generally speaking, children under nine years of age have no place at motion pictures.

THE LAXITY OF PARENTS

Parents themselves, among movie patrons, are not always cooperative even when a theatre takes an enlightened stand. For instance, I am not sure that the simple regulations I have introduced have been received whole-heartedly by the whole community.

They are often displeased when they find that the little one, who usually is admitted free everywhere, has to be paid for. Or when the slight increase in the ordinary child's ticket is required. Or when little Willie cannot get in alone, or with little sister, at 9 o'clock at night, to the last show. One beautifully dressed neighbor "blew a gale" because her six-year-old son was refused admission at 8:30 one evening. She and her husband wanted to go motoring, and she insisted that the boy be left at the theatre. Yes, the "parking" of children is

a favorite device. They are sent or brought by the dozens on Sunday afternoons and left there for hours at a time. It is a well-known fact that children stay on and on at movies; that they rarely leave before seeing the "funny" at least twice, and often the whole performance over again. We have known instances of children having spent from four to eight hours in the theatre.

Whole tragedies occur to these unaccompanied children, besides the natural danger which is inherent in any public place, however well conducted. Often little ones acting as nurse girls or boys to "littler" sisters or brothers cannot cope with the situation. Children are found crying because they cannot find their parents, who often send them down front to be rid of their care temporarily; or because they cannot find their nurse maids, or because they are afraid of what they see on the screen, or because someone has failed to come and take them home. Recently six little children were brought to the theatre one Friday night by auto, their admissions were paid and they were left to await someone calling for them later. At ten o'clock these youngsters were marooned. No one had come, it was raining hard, and while waiting they ran and played from one end of the house to the other. In desperation we impressed a neighbor boy, who 'phoned the father. After another half hour's wait he finally gathered in his little, bright-eyed flock. It seems that the family had company earlier in the evening and had sent the children en masse to the movies alone. Such instances are common, and especially where the children have to wait until called for. We have had little children wait desperately at the theatre until eleven-thirty at night.

I wish to observe, in this connection, that our suburb is a representative one, where family life, civic participation and quest for education rank high; and the instances cited are by no means confined to families of more moderate means.

In contradistinction to the neglect or thoughtlessness of many parents who send their children off to the movies alone, it is heartening to observe some thoughtful

fathers and mothers coming with their youngsters to the special Junior matinees which we have been conducting on Saturday afternoons since last fall, or in other ways evincing enlightened supervision of their children's recreational activities. But these are the exceptions rather than the rule.

Our experience in attempting to raise standards single-handedly shows that this cannot be done unless the community grasps what the theatre is trying to do and gets behind it unreservedly.

In Chicago, because the schools found it impossible to secure the attention of children who had been to the movies the night before, a campaign addressed to mothers has been carried on throughout the city with the slogans, "No movies on school nights," "No movies unless you know the picture," "No movies without an adult." These slogans may well be used everywhere.

NEIGHBORHOOD STANDARDS

One cannot expect a motion picture exhibitor to show a greater sensitiveness than the neighborhood itself is willing to assume. Let us instance the prize fight films which bob up periodically. An appreciable part of the public is frankly interested in the manly sport of one man pummeling another in what seems to us a fairly brutal manner, for a munificent sum of money.

Everything to be known about the prize ring has been exploited on the screen in news reels, in comedies, sometimes even with women participating; and again in innumerable feature pictures which set out to glorify the ring hero. The Government some time ago, as you know, prohibited the exhibition of films of actual ring battles; but this does not preclude the "bootlegging" of such films and their showing in other states. These films make money for their theatres. We have not shown actual championship films at our theatre since I assumed managership, although it is quite hard to defend this position with the executives of a circuit to which our theatre belongs, as the other theatres show them. Patrons actually demand the showing of these pictures, complaining that they have to travel to other theatres to see them, and tell our executives that they would relish

seeing these pictures at our theatre—men and women with children of their own, in some cases, and yet not unselfish enough (or shall we call it “chivalrous”?) to support a theatre in an attitude which ultimately affects the welfare of their children!

So with beauty contests! When we refused to permit our theatre to participate in a city-wide beauty contest, scores of local beauties and their friends protested!

Trading on the public's desire to obtain something for nothing, theatres are conducting all kinds of contests involving chance or prize winning, and are increasing patronage by Country Stores, Silk Pillow Night, Set-of-Dishes Night, Present Night, Amateur Night, Black Bottom, Charleston and Popularity Contests, Kiddies' Parties, and Kiddies' Barrel of Fun, to name a few devices for getting them in.

CHILDREN ON THE STAGE AND SCREEN

Chicago is sorely troubled by the exploitation of child actors on the stage of movie and vaudeville houses, and especially by children's contests on the stage. These are witnessed by thousands of delighted adults.

Just a little word of caution even to high-minded groups of parents. The latter may occasionally introduce a stage act furnished by the dramatic or dancing school where their children go, to help put over a benefit matinee for their organization, and may find young children at times impersonating “tough girls” and other imitations of the vaudeville stage.

Most dramatic schools—there are exceptions—seem to be engaged primarily in recruiting for adult professional entertainment, so that even in training young children emphasis is put on current vaudeville mannerisms and successes, and consequently these youngsters give us a large slice of miniature vaudeville. Our last experience this winter, at a Junior Matinee, was harrowing. Despite all precautions, the dancing teacher supplied children under 16—in an emergency, she explained, because of the illness of her older pupils, and she chose a hula dance for a very tiny girl, also the inevitable “tough-girl” impersonation. Parents, *do* help your theatre to keep children under 16 off the stages of movie houses and

other places of entertainment, especially since it is not easy to convince theatre men that they should not be used.

After each performance we are besieged by foolish mothers who want us to give their children a “try-out.” One of them pleaded: “Won't you please give my three-year-old baby a chance? I want to see how she registers before an audience.”

Miriam Van Waters indignantly points out that audiences of fathers and mothers are not revolted when a child of four or five appears on the stage, aping the gestures, clothes, dances and songs of street-walkers, drunken sailors or movie favorites. The word used to describe these performances is “cute,” she says.

Vaudeville is so often combined with motion pictures that our children are becoming thoroughly accustomed to the diet ordinarily offered for the entertainment of grown men and women. Innumerable families leave our suburb on Saturday afternoons to attend the movie-vaudeville performances in the city, taking the children along. How happy these youngsters are to see the animals and the acrobats, but they are also likely to hear the latest risque song, or joke, or allusion, or see the latest posturing dance; and so become immune to shock.

The same thoughtlessness on the part of grown-ups underlies the almost universal demand for child actors on the screen. During the first half of 1927, 6,648 children were used as extras in Hollywood alone. Who can calculate the money value of “The Gang Rascals,” “Big Boy,” “Snookums,” to name a few of the favorites? Our theatre can do no better than show a “Gang” comedy. And how audiences are delighted by the antics of any baby on the screen! Jackie Coogan and Baby Peggy are universally beloved. The baby sister of “Snookums,” aged 14 months, is announced by producers as a new baby star.

We know of one father who is grooming a *two-year-old daughter* for the screen—she will doubtless recoup the family finances! And yet who thinks of the effects of acting, of simulating adult emotions by these little child actors?

(To be concluded)

Does Your Child Work Happily?

BY PAUL P. BRAINARD

*Associate Professor of Psychology,
Kansas State College*



Ralph, Earl, Lois and Ruth.

II. THE TIME SCHEDULE

RALPH

Up at 7.15. Dress 7.40. Make toast 8.00. Breakfast. Ready for school. Put up lunch. Start by 8.30.

AFTERNOON

Home at 3.30; lunch; change clothes; music 4.00 to 4.30. Play to 5.30. Read or radio. Supper at 6.00. Clear table; wipe dishes. Read—school work or games to 8.00. Bed time.

ONE of the many condemnations laid against boys and girls today is, "They don't know how to work." If my memory serves me rightly, this is the same statement I heard as a boy, and no doubt it will be said of my children's children. None of us know how to work any too well, and it is no easy task to gradually change the play of the child into the business of living.

Knowing that it has to be done, and that all parents and teachers are working hard at the job of training children to work, should we not examine the methods we are using, to see if we are producing the best possible results? Is it wise to stand over the child with a club and compel him to work? Can you get him to work in any other way? Is the child who is taught by the "force method" self-reliant and trustworthy when left to himself? Is the child developing initiative and originality? Although he learns to work well, does he do it morosely or grudgingly? Can we train children to work happily?

The nearest we have come to a solution of this problem in our own family is by the personal schedule system. Not that it always works perfectly or guarantees perfect results, but it is a useful method and has good psychological backing. The plan is simple enough. We purchased some 3 x 5 lined cards like those used to write recipes on, and these were placed in a small wooden box. (In this case we permanently borrowed mother's recipe box for that purpose.) For use on school days we made out regular schedule cards. One is labeled "father," the next "mother," then Ralph, Earl and Lois. Ruth is too young to use a card, so she goes in with mother and father. A sample card is shown, which is typical of all. On each one is written, when the person is supposed to rise, what he is to do first, what next and what next. After school the jobs or the play periods are scheduled in the same way.

For Saturdays or vacation days we try to find time the evening before to write down the main things that are to be done, in about the order we think will prove most satisfactory. Sometimes the card is written in the morning, sometimes as the day goes on, but the ideal plan is to sit down with the children just before bed time the night before and work the schedule out with them, allowing the older ones to write their own schedules. There are naturally many shifts in plans during the day, but, in general, things work out as planned. Even if

they do not, we are probably better off than we would have been without any at all.

Consider the usual unplanned day. The boys are called at seven o'clock. "What do we have to get up so early for?"

"Oh, there's lots of work to do today."

"Aw, this is vacation, Mamma; let us sleep a *little* while longer."

They are finally routed out at 8 o'clock. After breakfast the boys start in one direction and the girls in another.

"Here, where are you children going; didn't I tell you I have some work for you to do?"

"Aw, rats; we've got to go up to Billy's to help him put up a basketball hoop."

"Well, not until you get this work done."

Then from the girls:

"Mamma, *what* can I have to play with; make sister give me my doll."

"Well, wait till I get these boys going first."

And so through the day. No sooner does the mother get started at some work of her own than she has to stop and think of work or play for the children.

Now the schedule doesn't prevent interruption or eliminate supervision, but it does give mother a start that she didn't have before (and father, too, if he happens to be at home). When a child comes to mother while she is working and says, "What can I do now?" mother says, "Go look at the schedule." If the next item cannot be used, perhaps another can be substituted. At least there will be some suggestion which will come out of the scheduled plan.

Of course every family is different in its membership, location, wealth, etc., but some suggestions can probably be gleaned from a random list of things we have scheduled for the children. The boys are eleven and ten, the girls six and two, so cooperative work or play is not always possible. We have always lived where there was some space for work or play about the house, which would be lacking in an apartment or on a business block.

Here is a sample schedule from a December day near Christmas two years ago. (B. means boys, R. is Ralph and E. is Earl.)

B. wash teeth, empty ashes. E. wipe

dishes. B. get old spade and coal shovel and scrape off front walk. R. feed and water chickens. E. take wood from cement way and put in box in coal room. Come in and play balloon ball, 11 points to a game. B. go upstairs and put old toys away neatly in boxes. Girls help mamma and play with toys. B. play outdoors with sleds until lunch time. Eat lunch. E. clear table. R. wipe dishes. E. run vac. sweeper. B. play basketball or football. B. play with sleds until Lois wakes. Surprise for everybody. B. read and do school work. Supper. B. clear table. Play hide and seek. Sing. Story. Bed.

In the summer I find such items as, "Blow up Joy-ball; swat flies; play checkers in basement; polish car; play marbles; play Victrola but *don't yell*; cut lawn; pull weeds; hoe garden; go swimming." On a rainy Sunday afternoon, "Make toy from pattern; practice music; read; play with Ruth; listen to radio; play hide the thimble; sing; play school; story; bed."

But the important question still has not been answered, "Do the children do the work happily?" Not always. Work often is monotonous, hard to do or takes time we would like to put in otherwise. But work you have planned yourself or that you have agreed to do along with your play is approached with a minimum of annoyance. Back of this plan of the schedule is a common fact known to all of us, that what *we plan* to do is the one thing that we want to do and hate to give up doing. Suppose a man plans to repair his car tomorrow; it doesn't matter that it is hard work, he is likely to be extremely annoyed if his wife suggests that he go on a picnic instead. In psychology this is sometimes called the law of readiness. To do what we are ready to do is pleasant. To be required to do something we are not ready to do is annoying. Or put in another way, when we plan to do something, our nerves and muscles have already started to do it and it is pleasant for us to continue, even though we put off the actual doing until the next day.

The schedule plan proves this. The children take an interest in planning the cards and run to them to see what the next item

is when they are through with the first. They do the work mostly on their own initiative and are checked up by the schedule if they were not trustworthy. Best of all they do the work happily, at least part of

the time, which is saying a good deal for children.

(The last article of this series is on the topic, "Finding Things for Children to Do.")

The Mother

(By an Unknown Contributor)

I AM sure that a mother's duty at home is generally understood. She really *has* quite a *few* little things to do, so that the time she has to devote to school matters is necessarily limited. For instance she must cook breakfast, find Johnnie's cap, button Janey's dress, get the children off to school, wash dishes, tidy kitchen, answer telephone, interview vegetable man, grocer, ice man, make beds, prepare lunch, change dress, entertain callers, make a pudding, bandage Jimmie's cut finger, cook dinner, wash dishes, hear Janey's spelling, help Jimmie with his problems and tuck children in bed. Of course that is just ordinary routine. There are a few extras such as: baking bread, cleaning silver, baking cake, oiling floors, washing finger marks off woodwork, darning stockings, mending, laundering Janey's best dress (wash-woman fades things so!), take Jimmie to dentist, water the lawn, plant flowers, and *maybe* wash the dog! Oh, yes! a mother has *quite* a few things to occupy her time. But the conscientious mother does try to work with the Parent-Teacher Association and give at least the time to attend the monthly meeting. The outstanding accomplishment of the P.-T. A. has been the fostering of a spirit of harmony and an understanding cooperation between the home and school. Just what has the mother done?

Who telephones from day to day,
To members of the P.-T. A.
And begs them not to stay away?
The Mother.

Who at the lunch room every week,
Selects the things we are to eat,
And for each menu plans a treat?
The Mother.

And after planning things to eat,
Who stands upon her tired feet
And serves our lunch with smile so sweet?
The Mother.

Who plans an egg hunt or a sale
When other means do not avail?
That extra term must never fail.
The Mother.

Who looks the playground o'er to see
If things are as they ought to be,
Then comes to watch fair play? ah me!
The Mother.

Who serves a luncheon or a tea
That parent and teacher may agree
In pleasant sociability?
The Mother.

Who plans a fish fry or a show
That they may have a piano

Or phonograph, why, don't you know?
The Mother.

Who hides herself behind the scenes
And racks her brain for ways and means
To buy nice books and magazines?
The Mother.

Who forms a clinic (doctor-wise
To look into the throats and eyes)
That we might better win a prize?
The Mother.

Who is it buys the nice gold pins
To give to him or her who wins
The highest mark since school begins?
The Mother.

The rest rooms too, with beds of ease;
Who worked for funds to furnish these?
The same old answer, if you please,
The Mother.

Who is it furnishes the ice
That drinking water may taste nice
And bottled drinks may not entice?
The Mother.

Who's always back of everything
To keep it going with a swing?
Let's say it loud and make it ring!
The Mother.

The Child and the Radio

BY PATTEN BEARD

EVERY year, Children's Book Week is heralded as an event: there is no teacher or parent who does not acknowledge the formative value of good books and good reading even though nowadays, fewer books are read by and bought for children. The time that used to be devoted to books and reading, children now use for tuning-in upon the family radio set. And since it is easier to listen and be entertained free than to go and buy storybooks or seek them at the public libraries, the child reads less. Moreover, though he meets some well-known juvenile classics through the movies or through school-reading, he does not meet them as he used to do through friendly covers on his very own book-shelf.

There are the nursery classics, more or less familiar—now mostly less familiar! Either *Mother Goose* or some educative modern version of it, reaches every little child before kindergarten days. But at this time there are by far too many little paper and linen books that lead nowhere either in art value or text. The quickly assimilated Funny Sheet has taken the place of picture-books and even very little tots, alas, are stimulated too early by the excitement of the movies. It is not to be wondered at, then, that a real book of well-written children's stories does not appeal as it should, even when well illustrated. The average child's taste is not for books when it may assimilate something with less effort through pictures.

It is the same with the radio story that is intended for children: here there is much room for improvement. The trashy, foolish bedtime story appeals to the child's love for entertainment, but the bedtime story leads nowhere and its "morals" are often to be questioned as to their ethical teaching.

Children's Book Week, when at least for the time being, the country is considering children's stories and books, is a good

time also to lay stress upon them in a new way—by means of the radio.

It is a suggestion that I should like to make for Children's Book Week, that the radio be made use of in a new way. It should broadcast the real child-literature that is the heritage of all children and make this so attractive as to drive out the army of little bedtime broadcasters who serve only to amuse.

Radio broadcasting may do much for children's books and reading: a story-hour of vital value and really absorbing interest should be given a fair trial. Well-known stories that children have loved to hear many times, should be told over the radio. What if they *have* been familiar to some few—a child always loves to hear his stories re-told. The loved story is always a dear and welcome friend.

In this way, many children would have the world's stories told to them: it would be an educative half-hour which even schools might use—literary taste would be cultivated through appreciation of stories that have *value*. Instead of the trashy superficial bedtime tuning-in for something worthless, there would be something formative and worth while, chosen by educators and given in an entertaining manner.

A series of these well-known stories broadcast would stimulate book interest and reading in children. They would become interested in good reading lists that include the stories given. And, in all likelihood, such a story hour of broadcasting would waken new appreciation and train the modern child far better and more usefully than fruitless "bedtime" varieties told by the story-tellers of advertising firms or story tellers who use their own text.

The children today need the world's great stories, and if school and home cannot familiarize these for them through immediate reading of books, there is the Great Story

Teller of the Radio who should take up the matter through a well selected list. These stories should be given as story hours that will interest children in books and reading and give them an outlook broader than that of the foolish little "bedtime story."

I believe that children everywhere would enjoy such story hours and that this would

be entertainment that would develop growth and taste.

At least, let me make the suggestion, for parents and teachers who would be interested need only write in to the radio stations and ask for it, should they feel that the plan is worthy of a trial. Then the Radio Story Hour will be something worth while.

Dr. J. J. Tigert—An Appreciation



IN this busy world of ours, "men may come and men may go," and all too rarely do we mark their passing out of the special field of our activity, but now and then one who has played a large part in it sets out upon a journey and we pause to bid him farewell. So we now take leave of one who for many years has been a firm friend to the work of the National Congress of Parents and Teachers, Dr. J. J. Tigert, United States Commissioner of Education, who on September 1st resigned his office to accept the presidency of the University of Florida.

Dr. Tigert has promoted the work of the Home Education Division, which was inaugurated by the Congress thirteen years ago, and for four years has headed a

National Home Education Committee to extend it; he has strongly endorsed the Summer Round-Up of the Children, has aided materially in securing its recognition by educators and has personally signed the hundreds of certificates which have been awarded to associations carrying through that school health campaign. He has given generously of the hospitality of the Bureau to the rural and adult education conferences called by the Congress, and has contributed to an important extent to the programs of our national conventions, both personally as a most able speaker and through representatives of the Bureau whose attendance and participation have been made possible by his interest. He gave international recognition to the Congress through the opportunity he afforded it to present Child Health Standards before the Education Section of President Coolidge's Pan-Pacific Conference in 1927, and throughout the years of his administration of the Bureau, he has been ever ready to confer with Congress officials and so far as lay within his power, to forward their school program, giving prompt and courteous attention to any educational proposition which they might wish to submit to him or on which they desired his advice.

For these and many other instances of Dr. Tigert's finely cooperative spirit in all work for the welfare of the school children of America our deep appreciation is rendered, and our heartiest good wishes go with him into his new field of service.

—M. W. REEVE.



Children's Book Week

BY SARAH BYRD ASKEW

National Chairman, Committee on "Children's Reading"
National Congress of Parents and Teachers

"Among all the gifts you can make a child there is none more conducive to his present and future happiness and content, none more likely to add richness to his life, than—hold on, not a book! Not a book, but—the habit of reading."—Hildegard Hawthorne, in "International Book Review."

TREAT your child's library as a true gardener treats his garden. Plant hardy annuals, perennials and self-sowers in familiar association with new varieties."

There is danger in overdoing Children's Book Week from the *ought* and *must* side. Let us rather have it a happy celebration such as Christmas, rather than a duty such as "Clean-up Week." Many of us have sympathy for the man who wanted a "Let-me-alone Week." Let us be very sure not to leave the feeling that the community has done its duty by children's reading when it has celebrated "Children's Book Week." No public demonstration, no essay contest, no exhibit, can do more than arouse interest, introduce certain books and call to our consciousness the problem of children's reading. Love of reading comes from intimate association with books and an everyday relation to them as friends and a very present help in time of need. How will we get this? Stories from books and about books made a part of the home life are a great help. Easy home conversation about books as familiar things, makes children feel that books are a part of life. Reading aloud some book the whole family chooses is a great humanizer of books because the family so thoroughly discusses the pros and cons before deciding on the book and takes much more interest than when the book has been selected for them. There are books upon which a whole family can agree and which interest old and young. Have the family work out such a list themselves.

"Children's Book Week" is just the week when we take stock, celebrate new acquaintances, find out which of the old friends we have been neglecting, introduce others to our friends and meet theirs; when we find out whether there are enough of these friends on hand for our boys and girls and whether they know each other. Our job is first of all to encourage a love of books and knowledge of that which constitutes the best among boys and girls and then to see that there are plenty of good books to supply the demand.

SOME WAYS OF CELEBRATING THAT HAVE BEEN FOUND WORTH WHILE

A community party to introduce "our book friends." Each boy and girl introduces to those present the people in books he or she likes best. A little description of appearance, a little description of character, a little description of what the book friend has done, is given.

Short talks by boys and girls at assembly, in the classroom, or at meetings on "Books I have read this year and why I liked them."

A puppet show made and given by the children to dramatize some favorite book. Such a puppet show of "Tom Sawyer" was given this year at the Ocean City Summer School to the delight of old and young.

A story hour conducted by the children themselves. Have them manage the whole thing, select the day and the hour, select the story and select those to be invited.

A poetry hour conducted in the same way with original poetry by the children.

A school party to which the public is invited, with talks by the boys and girls on

"Books I want to own and why I want them." This should be accompanied by an exhibit of the books mentioned. They can be borrowed either from the library or from a book dealer.

Put the children themselves in charge of book week, let them make up exhibits, posters, newspaper publicity, programs and pageants. More than any other things this will interest the children themselves.

"Nice fresh books today! say how many—step right up." A book wagon was the center of attraction in the Indianapolis Public Library. It was filled with books inside and papered with attractive book covers outside. The wagon was made in public school workshops, the body being of beaver board. Have the children themselves take charge of such a wagon in some public place and give talks about the books.

A shadow program worked out with great skill and originality was the feature of book week at the Patrick Henry Junior High School in Cleveland. The English, Art, Manual Training and Literary Departments combined in the arrangement of the program. The library furnished the books from which the program was made up. The boys and girls chose the books they thought could be pictured most effectively. The children took charge of arranging for directors and committees. The "Tar Baby" and many of "Aesop's Fables" are very easy to put in shadow pictures. For older boys and girls the "Bab Ballads" are most amusing.

In the Lincoln High School of Tacoma, Washington, the staff of the school newspaper and the English classes published a Book Week paper which was given to every student in school. The clever news articles made of many well-known book plots, the personal columns with imaginary answers by book characters, original poems on books and editorials made up a paper which produced more interest in book week than ever before secured.

Have children construct a map of good stories, exhibiting the "Map of Fairyland" and "Map of Romance" as illustration of what can be done. The children select the stories to be included.

A forum by the high school boys and girls on what they consider should be in the high school library and the books they would like to have in the public library, with presentation of suggestions as to how these books may be obtained. Reasons must be given for the inclusion of books and public discussion allowed on different titles.

A forum by adults as to books for boys and girls they consider should be in the high school library and books they consider should be in the public library, with suggestions as to how they may be obtained. Reasons must be given for the inclusion and public discussion as to inclusion of titles.

A parade of children representing the books selected as "Books every child wants to read."

A presentation of some of the new children's books of the year, by posters, tableaux and talks and a vote as to which should be included in the "must haves."

A pageant of Courage, Honor, Beauty, Faith, Adventure, Nobility, Truth, etc., with each pausing to give the names of characters and incidents from books that portray the trait represented. "I am Courage; he who would know me best must read of Leonidas who held the pass at Thermopylae, the boy who stopped the dyke, Kate Barlass who made a bolt of her living arm to shelter the Stuart, Arnold von Winklereid who bought the liberty of Switzerland with his death, of Livingstone in the heart of Africa, of Florence Nightingale in the Crimean War."

"My book house" attracts a great deal of attention when publicly placed and interests the children in books by having them choose the titles for display. Have the children construct a book house of card board, papering the outer walls and roof with book jackets and having the front open to show rooms which serve as shelves to hold children's books.

A display of Christmas gifts made by the children, with books such as "Mary Francis' Sewing Book" and a large doll sitting at a sewing machine attracted a great deal of attention in one town.

"A little playmates" exhibit using books about children of every land and the posters showing children of all nations published by the National Child Welfare Association, with a dancing ring of dolls dressed in the same costumes in the foreground was the center of Children's Book Week in one town.

We give in full an outline which is being used most effectively for a year round promotion of reading in Arlington, N. J. It was arranged by Mary Foster Freeman, Branch Librarian, Kearny Free Public Library, Kearny, N. J.:

This program is arranged to be carried out in conjunction with the schools—not in the somewhat formal atmosphere of the auditorium but in one of the classrooms where a closer bond of comradeship can be established.

It's aim is to make books such fascinating companions that boys and girls will be irresistibly drawn to them and will read for the sheer joy of reading, not for a purpose, or credits, nor marks of any kind.

Don't stress the books themselves—merely open the gates of thought in the child's mind that will let loose a flood of interest that will send him scampering to the library when the book talk is over to browse among the books and satisfy the interest that you have aroused; for the idea of this program is not to complete any one subject—merely to rouse the child's mind along many lines of thought and make him realize that there are books waiting for him to help make the business of living an altogether glorious adventure.

OCTOBER—FOLK-LORE

Tell the children how folk-lore and legends grew in the lives of young nations. Give them bits of the best from several countries showing them what other children have heard and loved, and implant a kindly international understanding.

NOVEMBER—POETRY

Make this into a story beginning with the world's childhood when the first poetry was just a series of rhythmic grunts as men bent to some heavy physical task. Explain how poetry grew with man's progress and illustrate with very short selections well within the child's grasp.

DECEMBER—THE CHRISTMAS LEGEND IN MANY LANDS

This month, beginning with the Druids and mistletoe, tell the Christmas Story as it is told in different corners of the world.

JANUARY—BIOGRAPHY

Children love a hero—give them one worthy of their tribute. Tell them characteristic anecdotes of men and women of all the ages who have won a place in our hearts; show them that character endures though time quietly slips away.

FEBRUARY—INVENTIONS

Tell the stories of inventions that have revolutionized labor and made life richer and happier. Make these stories full of human interest and show the pluck and high resolve that were necessary to carry these men through to victory often in the face of bitter disappointments.

MARCH—ILLUSTRATIONS

Make this talk alive with the artists drawings for one of the children's best loved books. (These drawings may be borrowed from a publisher.) Explain how these drawings are reproduced to make the pictures in the book. (A printer will gladly give you material to illustrate these steps.)

APRIL—PRINTING

Give them the story of printing—let the children grasp the effort and sacrifice that have gone into the making of the printed word. The condition of the library books will show their increased respect for them.

MAY—HISTORY

Put the children on the Magic Carpet and as they float comfortably along tell them something of the world's history—a thrilling event here and there that will arouse interest in that nation and link up a country with its neighbor.

Each month make it quite clear to the children that books on that particular subject are waiting for them at the library.

The Story Hours might be in harmony with the book talk for that month.

Mothers will find these monthly topics helpful for the home Story Hour, and the librarian will be equally ready to supply material to the home.

Why Parents Should Visit Schools and What They Should Observe

BY F. E. HENZLIK

Professor of School Administration, University of Nebraska

THE personal touch of the parents is one of the greatest needs of the modern school. It is fitting and proper, therefore, that we should from time to time focus our attention on such topics as "Why parents should visit the public schools, what they should observe, and what information they should seek."

Many teachers and superintendents are deploring the seeming lack of interest on the part of parents in the ordinary, every-day school activities. They say that it is easy enough to induce the patrons, and especially the parents, to come in large numbers to holiday programs, special events, and all kinds of entertainments, but that few parents ever see the every-day work of the classroom. Of course everyone realizes that there are scores of interests, all sides demanding the time and attention of the good fathers and mothers. The home, the church, the business and social activities are constantly over-taxing their energies. Almost every day we hear such a remark as, "I am proud of our schools, but I just haven't time to visit them," or "really, some of these days I am going to set aside my housework and visit the school,"—a resolution made in the evening by a good mother but swept aside in the morning by the rush of events. As a consequence, few parents pay their respects to the classroom even once a year. They rarely go inside of the schoolhouse or give any thought to how the schools are conducted. A teacher who had forty-four pupils told me recently that last year during the entire school year only two parents had come to visit her classroom activities, and one of these was a parent who had come to bring a complaint about the low grades her child received, and which she blamed upon the teacher and modern methods of teaching reading and arithmetic.

One cannot but look in wonderment at the fathers and mothers of today who bring children into the world and go about their own concerns leaving the youngsters to go about theirs and trusting to the police regulations, to the nurses, the kindergartens, the schools, and the Lord to rear and to educate them.

WHY should parents visit the schools? Parents must have a clearer and a more practical idea of the purpose of education. The schools need the parents' frequent personal appearance and their intimate acquaintance with what is going on there, which can be obtained only by observation. There is a plain, old-fashioned duty which falls squarely upon the shoulders of every mother and father in this country today—to keep in touch with the work of their children. They should know at first hand the conditions under which their children spend five or six hours a day. There is no excuse for parents not knowing the problems their children have to meet in their studies and in school life. If we as parents are to be properly informed we can get this first-hand information only by placing ourselves where the teachers of our schools can explain the policies and procedures under which the school operates. By so doing we shall be able to judge the teachers for ourselves and not be forced to base our conclusions upon the immature judgment of the children. Irrational and destructive criticism comes always from those who never look inside of a schoolroom, but who depend upon "gossip" for information.

HOW can we know the needs of the schools or understand and appreciate what the schools are doing if we have eyes and see not, ears and hear not, minds and

understand not the real contributions of the school? If we as parents are to be in a position to correct false impressions, we must have real facts. If we are to get the best cooperation of our teachers we must give them an opportunity to get acquainted with the customs and traditions of ourselves and our communities and the ambitions of the parents and their children. If we are to become familiar with the aims, purposes, goals, and procedures of the schools, we must see what the schools do and how they operate. We must make it possible for our teachers and school officials to interpret these policies by which the school is to be guided. If we are to counsel properly with the teachers about the success, happiness, and welfare of our children, we must learn about their work and not rely upon hearsay. We must learn personally the conditions under which our children work, and view them from an angle other than that of the home. When we are armed with the facts and a proper understanding of the pupil, and teacher, and the school, many mistakes will be avoided, many misconceptions corrected and many disasters averted. The result will be that the child will not be told one thing at home and a contradictory thing at school, because the parents will better understand and appreciate changes in the courses of study, the newer methods, and the objectives of modern education. Furthermore, much encouragement will be given by the moral effect on the pupils who know that teachers and parents are pulling together in the school affairs of the community. These are some of the reasons that make it not only justifiable but necessary for parents to visit the schools.

SINCE the parents are to visit the schools, there must be something for them to see, something for them to hear, or something for them to learn. Many parents do not visit the schools because they feel they are not competent to judge the classroom work. If parents cannot make suggestions as to methods of instruction or supervise the professional aspects of the teacher's work (and this is true), just what are they to look

for? What information are they to seek? These are questions that cannot be passed by lightly. Mere visits would be of no avail. It is necessary to have some end or aim or goal, some purpose in going, something to see, something to hear, or something to do. Under such conditions, a visit to the school often turns out to be a revelation.

Go and study your children from the teacher's viewpoint. Look at your children through another's impersonal eyes. You will see many traits that go unnoticed in the home. Find, if you can, the points that keep your children from receiving the fullest value of their work. Watch them as they sit or play with others of their own age. Is your youngster enjoying that social contact? How does he act when he is playing with others of his own age? Is he selfish? Does he grab things from others? It used to look rather sweet when he was a baby. Does it look so now? Does he shove and crowd and push and get angry and go pouting off when he quits the game? Is he a good sport, or is he started on the road to becoming a bully? Does he play fair? Does he lose all interest in the game when he is not "it"? Does he respect the property rights of others?

This knowledge will mean much in helping you to guide his home training. These may seem like little things, but all along the road, through the grades, the high school, through college and through life, he will reap the blessings of your understanding.

ONE of the chief aims of all education is to fit a person to live and get along with other people. An unpleasant boy or girl in school or in life is destined to suffer, to receive many bitter knocks, and perhaps never to experience the real joy of living and the cooperation of others. My friends, only a few days ago I heard a part of a conversation between two young ladies in the University. It went something like this. "Well, you know she never gets on with anybody at the house. She is always fussing, quarrelling, and complaining, and never satisfied with anything the rest of us do. Really, I don't believe there is a single

girl in the house who likes her. She is so sensitive about everything that is said and done. She can't take a joke. Really, it is pitiable. She tries to boss the girls, but we don't pay any attention to her. I'll be glad when she is through." I do not know who that girl is or to what organization she belongs, but I do know that she must be very unhappy in her surroundings, and all because she does not know how to get on with her associates. I believe that such an unfortunate position as she now finds herself in could well have been avoided if she had had an understanding mother who had taken enough interest to observe her in her earlier associations with the other children as they played and worked in the school.

Let us take another illustration. Recently it was my pleasure to chaperone, as a faculty member, a certain house party in the city. Among the fine young men and women to whom I was introduced was a young lady about whom the following remarks were made by another girl, a member of the same sorority. "Yes indeed, she is a fine girl. We couldn't get along without her. She is the best hearted girl you ever saw, always doing little things to make the rest of us girls feel good. She is as sweet as she can be." And as I stood there admiring her, I said to myself, "She knows how to get on with people and to get the most out of life."

And so it is my friends, the beloved, outstanding men and women in any organization or community are those who have from childhood made a success of the art of co-operating with other people, who know how and when to yield, who understand the elements of teamwork, who win the admiration and love of those about them by submerging themselves in the interests of the group. These things are learned best under the direction of an understanding parent in the home as well as in the school.

AGAIN, parents should behold their children as they sit among others in the classroom. What is their attitude toward the teacher and that of the teacher toward the pupils? Does your little girl seem to sit too quietly? Does she seem interested

in what is going on? Is there a lack of lustre in her eyes? Does she always hear the teacher when she speaks? Perhaps she cries too easily over the slights and childish gibes. What are her difficulties? Does she act as though she is one of the group? In what ways does she differ from the other children?

These are little things, but they are worth prompt attention. It may be that your child does not pay attention to what the teacher is doing. If so, you may have to launch a campaign of assisting her along this line at home. It may be that your boy is more careless than the others. It may be that because mother has always given him her attention at every turn in the home that now he demands the same of the teacher, and thus never quietly finishes his task without a fuss. Does he answer all the questions before the other children have a chance? Does he obey promptly? Perhaps your child does not readily catch the tunes of the songs. Many children get the idea that they cannot sing and refuse to try, because the teacher has not had time to help them individually. What is the general school success of your child? What are his difficulties? Perhaps a word or two with the teacher will enable you to help a child overcome many little things which stand in the road to later success and happiness.

WHAT are the conditions under which the teacher and her children must spend six hours every day? Do you think the community is furnishing the best facilities that it can afford for the development of health? What about supplies? Does the teacher seem to be in need of equipment, of books, of maps, and of supplies to help her do her work? Observe, if you will, the classroom decorations, the library, the shops, the gymnasium, the sanitary conditions of the building, of the playgrounds, and see if you are entirely satisfied. It might even be well to seek information as to whether your boy or girl is engaged in too many or too few outside activities; whether he or she is courteous and helpful; what, if any, vocational tendencies are apparent. It may be that if you want an honest response from

the teacher on specific facts about your children she will tell you of the little points of divergence from the normal or ideal that sooner or later will develop into troublesome behavior, but if properly attended to now can be easily eliminated.

There are many small habits, slight defects and mental attitudes that go unnoticed and ignored in the home, which grow with the child and prevent the best progress. If they are to be corrected they must receive the immediate attention of parent and teacher. Mothers and fathers must come to think of education in connection with their children's behavior. Three persons must work together if good habits as well as the most desirable social and moral characteristics are to be developed; the child, the teacher, and the parent. The schools cannot assume all of the responsibility for the success of the pupils. The parents and the home can and must cooperate. Only by actual observation shall we as parents ever realize what is our fair share of the responsibility in the education of the child.

The future educational progress of our

children depends largely upon the understanding which the American parents have of their respective school systems. The personal touch of the parents is one of the greatest needs of the modern school. It dispels confusion, misconception and error, and promotes understanding, cooperation, and love. If the mothers and fathers can see their children in action in their respective school groups, they can and will help to make school life more attractive by leveling up a few of the ruts that serve as stumbling blocks in the road of success and progress; they can and will come to know and encourage their children and teachers; they can and will aid the teacher in getting a more intelligent understanding of the potentialities and needs of the children and a clearer conception of what to expect and how to help each child develop into the best for which he or she was intended.

In conclusion let me say to all parents and patrons that for the sake of the schools, for the sake of the teachers and for the sake of yourselves it is not only justifiable but necessary to visit the schools.



The "Mothers' Quartet" of the Henry Mitchell Parent-Teacher Association of Tampa, Fla., made its first public appearance at the celebration of Fathers' and Founders' Day at the school, under supervision of Mrs. W. W. Holt, President of the Association. They are, left to right: Mrs. W. W. Laite, soprano; Mrs. R. L. Sherwin, contralto and director; Mrs. Jack Sheppard, alto; Mrs. M. C. Anderson, soprano. Mrs. Eric Fabian, chairman of the music, is the accompanist.

Problem Parents

BY GARRY CLEVELAND MYERS, PH.D.

*Head Division Parental Education, Cleveland College,
Western Reserve University, Ohio*

V. Parents Who Tempt Their Children to Be Thieves

L YING and stealing are so closely akin as hardly to be separable. Long before the little child really knows what stealing means he may appropriate forbidden things and then, under fire of questions by his parents, he may be induced to lie to "clear himself." As he succeeds, he finds it easier to lie and steal again. So the same general frailties of parents which help train children to be liars also help to train them to be thieves.

The baby's basic attitude toward ownership dawns very early. For this attitude we parents are almost entirely responsible. Although we can teach him that certain things do not belong to him and that he dare not touch them; as soon as the child can reach for things and seize them he assumes that what he has is his.

In our eagerness to teach the child to respect the property and rights of others and to protect him from dangers we are wont to snatch from him forbidden things. When we do, all sorts of difficulties arise out of his efforts to retain his own possessions. He is almost sure to fly into a rage. By taking thought we can avoid such explosions and can build in him a good basis of respect for other's ownership. But to succeed we must possess abundant self-control.

Suppose the baby fifteen months of age has seized the scissors. They are his, from his point of view. Suppose you wrench them from his hands. You then appropriate his private property: you virtually steal from him. The baby does his utmost to defend himself; but you are the stronger and he loses. Next time he sees those scissors he may take them when you are out of sight; or, when he sees you coming he may run with them. He has practice then in stealth and cunning. He also faces hazards:

he may fall upon the scissors. It may be an open safety pin which he has seized. When his ownership of it is threatened he may thrust it into his mouth or even swallow it rather than to have it taken from him. In all such instances, you should respect the baby's ownership. What he has is his. Offer something in its stead and when he gives it up, reward him by approval. With skill you can induce the child to give up anything, develop a safety program, guarantee to the child his rights, and cultivate in him an attitude of cooperation.

But we parents are so short-sighted. We are thinking of the scissors and the pin, of the immediate danger, and of getting them away from the child as soon as possible. We think and act in terms of here and now, failing to look ahead and to consider the child's future attitude toward things forbidden him.

We also often fail to respect possession by the older child. It is difficult for us to get away from treating him as if he were our property, as if all he has were ours. We accordingly may use the crayon of the five year old, his scissors, toys, toilet articles and books, as if they belonged to us. When, in like manner, *he* appropriates *our* things we are annoyed; we may punish him. Our human frailty in such instances is so subtle that we hardly are aware of our offense against the child. One day I was working in my garden when my youngest boy, then five, came around and said: "*That's* all right Daddy; *you* can use my rake; use it all summer if you like." It had never occurred to me that I should have had permission from the child to use his rake. Nevertheless, his remark reminded me that only two days earlier I had refused his request to use my shovel. I confess that I was

embarrassed. I hastened to apologize to the little owner and to express honest appreciation for the blanket permit he had volunteered. When we are wise we shall not appropriate the property of our children.

Many conscientious parents will confiscate the toy of a child to punish him. The boy pulls his sister's hair and his story book is put away for several days. She has said a naughty word and her crayons are denied her for a week. But the crayons are hers; the story book is his. So long as neither owner injures his possession, nor himself, nor anyone else with it, the ownership should be respected. To take a child's toy away from him when he has done something wholly unrelated to it, may prove to be a powerful punishment, but it will give the child an unhealthy attitude toward ownership of property. We parents have police protection of our rights and property; but who shall defend our children against us?

Not only are we likely to appropriate our children's property for punishment or for personal use, but we may even take the liberty of lending it to others. Perhaps a little child comes to visit in our home and out we drag the toys of our older child who may be absent. Set on cultivating unselfishness in our child, we may compel him to share his most cherished playthings with another. The more we attempt to coerce the owner to give up his toys, the more tenaciously he holds to them: the more we strive to make him act unselfishly, the more selfish does he seem to grow. A better way is to try to persuade the child to share. First be sure that the child with whom you wish your child to share the toy does no injury to it. The mother of a daughter six years old was much distressed because her little girl would fly into a rage when she was forced to share the use of her doll with a neighbor child. "I want my child to be unselfish," said the anxious mother. "Of course," she was advised, "but first guarantee to her that her doll will not be broken." "I guess that's the trouble" was the mother's answer. "The neighbor child always has been rough and she has broken some of my child's toys. My daughter has expressed great fear lest her doll should be

injured." The mother was persuaded not to try to force the child to give up her doll. She resolved to spend some time teaching the neighbor child to handle toys with care, using another doll less cherished and less fragile. The plan worked. Her daughter's tantrums disappeared, and by and by she freely shared her playthings. Not by force do we teach unselfishness but by persuasion, guided by a guarantee of protection to the owner's rights.

Some of us parents also seem to have the queer notion that communism ought to work with children. Why should it work with them when it fails so miserably with adults? Where all toys are in common among several children of the family there is constant quarrelling and strife, constant drill in seizing property from one another. What better training in incipient stealing could there be? Beginning with the tiny infant, let each child of the family have toys of which he or she is the sole owner. See that these rights are respected. There should be, of course, a few toys in common, such as a swing or slide with which each child learns to take his turn.

To duplicate toys is a temporary expedient to which parents frequently are tempted to resort. It is not, however, a good means of moral training for it encourages selfishness. For instance, it is better that of two children in a family, one should have a kiddy kar and the other a cart or wagon. This will encourage sharing and cooperation.

A pretty general parental error is in the constant tendency to defer to the younger child and to make the older one give up to him. Accordingly the younger learns to appropriate the property of the older child, acquiring a wrong notion of rights, and contributing toward jealousies and family quarrels. Let us protect the older child against the barbarism of the younger one. Don't let the younger child use the property of the older child, who may be absent, without permission of the owner. Protect the property of the older children of the neighborhood against your child, for their comfort and your child's moral education.

A first step in teaching children to respect the property of others is to teach

them proper use of their own property. Don't leave the infant alone with a book until the book is safe with him. Take ample time to lead the child to handle each new toy with care. Buy substantial toys and few of them. Even they will break and wear out with reasonable use. Remove a broken toy at once or repair it. A child who plays with fragile and dilapidated things will not develop carefulness. Don't allow the child to take a toy apart until he is able to reassemble it completely.

Suppose your child brings home a toy which he says he "found," or received from a neighbor child. In either instance persuade him to return the property. Don't call him a thief nor tell him that he "stole." If the owner cannot be located, have the toy put away. To let our children enjoy the use of "found" property is to tempt them to steal.

Petty thieving in the average school has become appalling even in well-to-do neighborhoods. Do not such conditions indicate a lack of proper training in the home? Any one who takes another's pencil, book, watch, or purse without permission or due compensation, does not consider others' rights as sacred. There are several steps only between appropriating property not protected by the owner and seizing it against the resistance of the owner even to the point of sticking a gun into his face or blowing out his brains. All are but stages of expressing disrespect for others' rights.

Begin with the baby. Let him learn that certain things are his, that certain things are yours, and that certain things belong to others. The well-trained child, as soon as he can read, does not look upon your letters as you write them, nor does he open your mail. Neither do you offend in these matters. Even if before the child can read he receives a letter, do not read it until he requests you to do so. No matter how eager you may be to clear up a suspicion, you are not going to be a sneak or a detective; you are not going to read your older children's letters nor listen in on their telephone conversations.

When the child finds money, have him put it into a "fund to help somebody."

Don't let him spend it or put it into his bank. Then be more vigilant about loose change. One of the biggest temptations parents set before their children is letting money lie around. To the toddler money becomes commonplace if easily accessible. He picks it up, plays with it, and later spends it. There develops no clear line between his *taking* it then and *stealing* it later.

Don't let the child play with your purse and don't send him to it for money. Let him learn from early infancy that your purse is private and not to be used by any one but you. It need not be under lock and key. The child can learn easily to avoid it as he learns to respect certain other rights. As soon as he has a purse of his own, respect it also as his personal property.

Older children who are used to receiving money when they ask for it, or to helping themselves from the family purse, may become so accustomed to getting what they want that by and by they will have few inhibitions concerning the expenditure of their parents' income. A well-reared child has many a wish denied. He learns to accept "No" as final, and to accept it with good grace. Moreover, those who care for him do not make too many self-denials. Among the many problem parents are those who become their children's slaves. The more we give up to our children the more demands they make of us. We teach them to infringe upon our rights and, by doing so, we teach them disrespect for the rights of others. How many a conscientious parent trains his child day by day to become an economic burden on his home and his community! The child has so much done for him at home and so much given him that he never learns to make a living for himself.

Be businesslike with your child. When you send him to the store, write out what he is to get, have him request of the merchant a bill, check and count the change upon the child's return. Do so from the time the child makes his first trip to the store and there will be no suggestion that you fear dishonesty. You do not; you only save the child from unnecessary temptations.

Don't tempt a child beyond his power to withstand. If he fails, you have trained

him in crime. Make it *easy* for him to be honest; train him in good habits of every day business methods, and his habits will carry on when temptations do arise.

If, however, you have already violated these principles, be cautious about shifting your methods too suddenly, lest you suggest to the child that you mistrust him.

As soon as a child learns to plan ahead and to deny himself temporary wants for the sake of future wants and needs, provide him with an allowance; no sooner. The child who is given an allowance for a week and spends it all on Monday is not ready for such trust. When he has proved his readiness to get along on two day's allowance let him have so much. Gradually extend it to a week, as he proves capable.

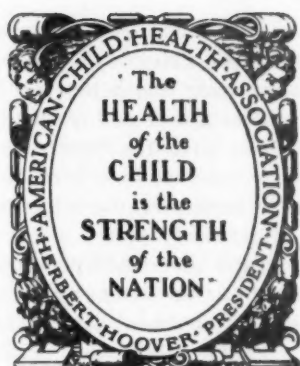
But allowances as generally administered afford numerous temptations to the child to lie and steal. If, for example you give the child a fixed amount, demanding that he make itemized report of its expenditure before he gets more, you are putting in the child's way a powerful temptation, particularly if you forbid certain expenditures he is very likely to make. He soon becomes "practical" and writes into his report what you will approve, regardless of the facts, getting, as he does so, training in juggling accounts, and in misappropriating funds.

Here is a scheme that works with a minimum of danger to the child's honesty. Let the child, say of seven, beginning an allowance, receive money as he needs it. Record what he gets. Working with him, at the end of a few weeks let him make a budget of his weekly needs. Let this include all necessities, which will be more or less regular and a small amount for luxuries, to do with as he pleases. Specify also a compulsory saving each week and have the child deposit this in his metal bank, in your presence, immediately upon receipt of the allowance. The purpose is to emphasize the need of regular saving at the time of receiving the allowance or income. Give the child the amount agreed upon and demand no accounting. Don't censor his spending. Don't hold inquiries. Let him know that he can, at any time, submit a revised budget. Hold him responsible for making his

allowance reach. Children like such a scheme; it gives them a feeling of independence and responsibility. By and by the allowance can be extended to cover longer intervals, and to include clothing and other needs. Do your utmost to prevent bartering among little children, treating and borrowing among older ones.

Respect the child's savings. Don't rob his bank to fill the missionary envelope. Don't steal from your child nor make him a party to theft. Don't take him to church on a trolley car as a five year old when he is six nor on a train on half-fare when he is an hour over twelve years old. How can we parents afford to be partners with our children in dishonesty? We should, on the contrary, go to no end of trouble, our children knowing it, to correct a grocery bill in which we find we have paid too little. By all we say and do let us show our children that we have zeal for honesty as an ideal and that we strive to be "square" whether any one will be aware of it or not.

Suppose you suspect that your child has stolen. If you do, and have objective evidence beyond doubt, you may be disposed to accuse the child, tempting him to lie. A better way is to say nothing; to do nothing. Just be more vigilant thereafter. Suppose you catch him "in the act," and it is the first offence. You will be inclined to punish him and to make him feel he's in disgrace; and for several hours and days you may treat him as unworthy of your love and kindness. If you act so toward him you have done about the best you can to lose the child and start him on the road to crime. Instead, calmly lead the child to see what an impossible world this world would be if every one were to appropriate others' property when he cared to do so. Then dismiss the incident forever. Make greater efforts to remove temptations from the child. Cultivate a closer comradeship; be a better pal to him; praise him more for his successes. Do more to make him feel worth while, and that his loved ones care for him. Cultivate in him a wider interest in other boys and girls with good habits and ideals. In every way at your disposal, help him to want to be and to enjoy being honest.



The Health of Your Child in High School

III. A Winning Team—or Athletics for Everyone?

By ETHEL PERRIN

ALL parents and teachers want every child to have the best opportunities to develop health, strength and vigor, and yet the recent Olympic Games in Amsterdam are likely to make us think about Winning Teams. Suppose we picture, in the first part of this article, how a Winning Team can be made, and in the last part, how every child in our Secondary Schools can have the full benefit of an athletic program. And then suppose all Parent-Teacher study groups particularly interested in the health of children thoroughly discuss the subject, and decide which way to throw their influence.

If—and this is a very, very big “IF”—all of the children, both girls and boys, in the junior and senior high schools of this country should be examined this year, very systematically, as to their physical condition and their athletic endurance and abilities, we probably could develop a team for the next Olympic Games, to be held in California in 1932, which, as the phrase goes, might be styled a “whirlwind.” The steps we would take would be somewhat as follows:

Newspaper and other publicity campaigns would arouse a desire in all communities to have the honor of supplying at least one member of this glorious team.

It would not be necessary to have every child in this most important period of development, preadolescent and early adolescent, examined by a competent physician, because the weak and poorly developed ones could easily be eliminated by athletic coaches. After the sturdiest have been examined, a small group of the very best

would be selected for intensive training, and if their legs were good and strong they would make them still stronger by practicing only what they could do best, namely, running or jumping—while a child with well-developed trunk and arm muscles would naturally spend his time trying to throw something further and further.

Each community would have to supply as many first-class coaches as it could afford. It would be better for the prospective team if men coached the girls, for the simple reason that very few women have seen fit to train themselves to be athletic coaches. They have been giving their time and attention to every girl rather than to the chosen few.

During this careful training for our American Olympic Team in 1932, a self-sacrificing spirit would be developed among the rest of the children and they would have to be satisfied with whatever time, equipment and effort is left over, because these “prospects” for the Team must have first consideration. We never do things by halves in this country.

If all of the people who are interested in athletics, and in the welfare of our children, should decide that a winning team in the Olympics of 1932 would be the finest thing for the health of the young people of our nation, there is no doubt but what through united effort we could make one and demonstrate before all other nations who send their teams to compete with us that we are superior to them. We would send them home defeated. This is very plastic material that we have in our hands, these adolescent children, and we have great power, we adult trainers. This idea

of a winning team and waving the stars and stripes in victory is very stirring.

On sober thought, is it what the fathers and mothers and teachers really want for the children?

Consider the arguments for athletic development:

1. It improves us physically by making our bodies stronger.
2. It improves us mentally by making us more alert.
3. It improves us socially by making us better sports.

Would it be better to have a very few people developed along these three lines to the limit, or to have a more moderate amount of this development scattered around more generally and more generously? And does international competition always further these three aims?

Picture for a moment, if you can, this same publicity and enthusiasm, this money for highly trained coaches and up-to-date equipment, all the "hurrah boys" energy of the onlookers, being used to promote a program of activities which would lead *all* children to a happy, healthful use of leisure time, a program which discovers the physical possibilities of *every* child and helps the handicapped to overcome his difficulties; and second, a program which provides the best type of leadership; and third, an opportunity for every child to get out into the open to develop the skills which will be useful to him during the leisure hours of his lifetime. A nation which could do this would have cause for pride and satisfaction.

It cost approximately \$300,000 to provide transportation, living accommodations and track suits for the three hundred men and women in our Olympic Team which competed in the games in Amsterdam this year. The money must have been raised in the name of higher standards, physically and spiritually, for the youth of this nation. The returns in these qualities are difficult to measure, but we can all of us well afford to pause and think about it.

Some may argue that their community is not interested in training their children for the Olympics because their state or county

or city football and basketball tournaments and track and field meets supply all the excitement and competition which they need. Examine these smaller affairs and see if the underlying principles and the procedures are not the same as these we have been discussing. Again it results in the selection and training of *the already fit*.

An all inclusive and diversified program does not hold the news value nor the glamour of a winning national team. In other words, an everyday ideal is more difficult to fight for than a spectacular display.

Competition is the center of attraction, both to the participant and to the onlooker. Children do not enter into athletics for the purpose of building up their bodies, they do it because of the natural desire for competition; they want to do something a little better than anyone else can do it. We want to take advantage of this fundamental urge in order to promote the right sort of program which will include everyone and which will give a lasting desire for out-of-door sports and games. This can be done if we are willing to give up the excitement of developing stars and the pleasure of notoriety—but it can only be done by the power of public opinion and through the efforts of mothers and fathers, as well as teachers and children. We need more competition rather than less, and we want it to be the common experience of all rather than the over-strained experience of a few.

To take a concrete example, suppose we have a four-year high school, situated in the country, with 48 girls in each of the four classes. The Senior girls send out an invitation in most attractive form, with the help of the English and Art Departments, to all the other girls in the school, to a "Play Day," or they may prefer to call it a "Sports Day," to be held on the first Saturday in October. Imagine plenty of outdoor space, a generous equipment from the School Board and all of the girls gathering at 10 o'clock in the morning. The Seniors, as hostesses, have already divided themselves into four teams, 12 girls on a team, each team having a color. If we follow one team, say the red team, we see each of these 12 Seniors wearing a red arm band

and carrying 36 more in her hands. As the guests arrive she invites 12 Juniors, 12 Sophomores and 12 Freshmen to be members of the red team, and she ties on their arm bands. All of the other Seniors are doing the same thing for their color teams, and very quickly everyone is a member of one of the four teams and is wearing an arm band. Each team then meets as a group and finds itself made up of 12 Seniors, 12 Juniors, 12 Sophomores and 12 Freshmen, who are to play together as a team, score points together, win or lose together, be good sports together. They decide upon a name and a captain for the team, on a yell or a song or a cheer, or all three—having fifteen minutes in which to do it all. They see by the schedule on the score board that from 10:30 to 11:00 Reds play Blues in Field Hockey, they play Greens in Basketball and Whites in Tennis, leaving 18 Reds to go to the swimming pool and challenge members of other teams there, to any swimming event they may wish. One rule of the day is to accept any challenge offered and the winner scores for his team. These challenges may be on land or water and may include track and field events or stunts of any description.

Three one-half-hour periods scheduled so that no team plays the same game twice, make a good program and must be very carefully worked out and posted ahead of time. Scores are kept conspicuously on a large blackboard, and every time a team wins any group game or single event, the news is rushed to the official scorer and up it goes. In this way it is always known which team leads, and the losing ones get busy and pull up their scores as fast as possible. A barrel of apples, or milk and crackers add greatly to the occasion. The affair can end satisfactorily at 12 o'clock, or a cafeteria luncheon can be served and the afternoon spent in a social way, with dancing or games, or best of all a hike to a nearby camp, with the good times that this implies. Such programs as this should be simply carried out, with no great preparation nor expense, and should be held as often as possible. A class group can hold one by themselves or invite one other class

to a "Play Day." This plan is an excellent solution to the "inter-school competitive athletic" program, about which there is so much discussion. It has all the opportunities for making social contacts with an outside group, without the disadvantages of anti-social results through intense competition. As one girl put it, "I know why we like this Play Day idea better than our old inter-school competition—now we are playing *with* these girls, and we used to play *against* them." This remark was made during a Play Day between girls from eight different colleges, and this same girl, when asked why she was selected to come from her college, answered, "Because I can play so many different games."

There are many advantages in bringing the pupils together from different schools and different localities, and an inter-school Play Day or Sports Day can be run in a great variety of ways. If the schools are large, and it is best to send only a selected group to such a Day, this selection can be based on all-round athletic abilities, and on qualities of leadership, and other social assets. Players selected in this way are more representative of the best athletic product of a college than someone who has devoted all spare time to perfecting himself in one skill, such as throwing a ball into a basket. One reason given by educators for wishing their students to visit other colleges is the opportunity this affords for education through comparison and through seeing how other schools accomplish results, the idea being that the home school may benefit by the new ideas brought back by the visiting students. With the Play Day idea of the selection of the best all-round students when only a selected team can be sent, and with the social advantages of playing side by side with some of the other students rather than always with your own group, and always against the others, the chances for real acquaintance and interchange of ideas are far greater than under the old plan.

There is no reason why boys could not get the same pleasure from this type of program as girls, for on such a day everyone is on a team and everyone can play the game he particularly likes or can score in

the events in which he excels. The idea of winning at any cost for the honor of your school is replaced by a more normal attitude of play for play's sake, which, after all, is the attitude we wish to develop toward lasting and everyday recreation. Sometimes stars and winning teams are demanded of departments of Physical Education in our high schools. The pressure of public opinion is brought to bear, and the taxpayers want this sort of return for their money. All well-trained Physical Education teachers are more interested in developing a program which will include everyone, and which will lead to improvement of organic vigor and to a lasting desire for out-of-door recreation. They would much rather help their pupils to develop skills which will be of permanent usefulness than to train a few experts in activities which they will not continue after leaving school. If every Parent-Teacher Association in Junior and Senior High Schools could stand behind their teachers and help them promote a community pride in the best type of athletic program—one which includes a yearly health examination—they would render a real service for the health of girls and boys.

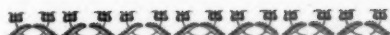
If a Study Group wishes to discuss this paper, an interesting debate might be car-

ried on between two teams, with three judges to decide the winner. Let team "A" set forth all possible arguments for an Olympic team of men and women to compete in the next Olympics in California in 1932. Let them form a plan for selecting the best team beginning in 1928, using the Junior and Senior High School pupils to select from. Let them plan how the best training can be obtained for the selected group of children and approximately what it would cost. Team "B" would give all possible arguments against an Olympic Team. They would then have to set up something to take the place of what they have demolished. If they feel that training a team is a selfish policy they must tell what they would do instead, and how it could be done administratively. They should keep in mind the health, including mental and social health, of adolescent children, and plan an ideal athletic program in their own secondary school. Plenty of time, as for example the period between two meetings, should be taken for both teams to prepare their arguments. They should talk it over with high-school pupils, and it might be a good idea for each team to invite a school girl or boy to enter into the debate. The more earnestness each team can put into their preparation the better. (Bibliography, p. 99.)



High School girls of Newark, N. J., enjoy hockey.

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July 19, 1928.

DEAR MR. FAUST:

I enclose a statement about leisure. It is written about grown people. I can't think of the child's playtime as his *leisure*. His leisure is the time he is not playing. When he is playing he is about his business.

You can use the above as an introduction if you wish.

Yours very truly,
JOSEPH LEE.



Big Brother and Little Brother

© P. R. A. A.

Leisure

A Menace or an Opportunity?

BY JOSEPH LEE

President, Playground and Recreation Association of America

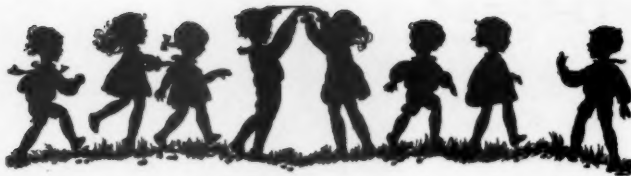
THE American people as a result of labor-saving machinery and shorter hours of work have in recent years had a great quantity of leisure thrust upon them, and like a beggar inheriting a fortune, seem somewhat at a loss as to what to do with it.

Such an attitude on our part seems pathetic. Here is the gift for which all mankind has longed: remission of the curse of Adam, at least in part, relief from the grinding and incessant toil imposed upon all previous generations, the opportunity to be ourselves. Leisure, the greatest of all gifts, more precious than all the products of the earth, the essence of all freedom, restorer of lost talents, is at last presented to us. Here is our chance to call to life the artist, poet, sport or scientist we might have been, the gift of second youth—a sober second youth indeed, and limited, too late for the wide flight first youth had dreamed, but very wonderful in possibilities compared with anything mankind hitherto had dared to hope.

And like a prisoner released—confused and blinking in the light, feebly wondering what it was he planned to do in those first years in which he so passionately longed for freedom—we stand uncertain and almost would return to the safety of the walls and bars.

But this attitude will not last.

The thing thus thrust upon us is our life—the opening of the way that we had lost, the scaling of the heights we saw at dawn.



The Wise Use of Leisure

BY J. W. FAUST

National Chairman, Committee on Recreation

MR. LEE has given us the theme for our series of talks on the subject of Leisure and Its Use. He has emphasized the great importance of leisure in our lives and of the challenge its use presents.

Most of us have thought little more about leisure than as a time for rest and relaxation. Spare time comes unplanned for and results often in mere loafing, which in intemperate quantities is neither rest nor relaxation. Professor W. G. S. Adams, of Oxford, puts it this way:

"If . . . leisure is looked upon as an objective the achievement of which in some mysterious way will make men happy, he who gains his goal is likely to find himself disappointed. Indeed, far more than many realize, leisure, unless it be properly associated with interested activity, becomes synonymous with apathy and lethargy, and leads not to progress but in the direction of retrogression."

Some of us never have leisure, just as some of us never have money. There is a similarity there, since time for leisure must often be set aside just as is money for savings. Furthermore, as with money so with leisure time, it is the use to which it is put which determines its value.

The life which is built on a worth-while job and on a leisure used for joyous expression of higher desires has no time for discontent.

There is no simple, set prescription for the use of leisure. This depends upon the mental, physical and spiritual needs of the individual and of the home and on one's standard of choices of things that enrich life and keep mind and body supple. To the miner, a sensible use of his leisure may

mean music in the form of singing in chorus, listening to opera by radio or directly, quiet games, etc., as a relaxation from the heavy toil of his day and an uplift to his mind and spirit. To a business man, golf or cabinet making, boating or fishing, and so through a large range of activities. To the housewife, it may mean mothers' choruses, social contact with neighbors, participation in dramatics or milder forms of recreation—and so it goes, to each according to his longings and needs.

The main thing is that we set aside time and plan to do and to be some of those things we have always longed to do and to be.

At the Graphic Sketch Club in Philadelphia, the night classes in drawing, painting, etching, sculpting, have enrolled among their members cooks, waitresses, doctors, taxi drivers, mechanics and tradesmen of various kinds, as well as the usual sort of art student. They are using their leisure to the enrichment of their souls and the growth of their minds through creative expression in art. . . . The lecture recitals of big orchestras, the night and radio schools of universities, the little theatres, the playing fields of the nation, all have thousands of adults and children actively engaged in doing the things they long to do as their release from the duties and demands of daily life. These players are finding richness and joy to be had by fully living in leisure as well as in work time.

You will recall that at our Cleveland convention Dean Bailey said that to build life as a fine art, both work time and leisure time were essential. Professor Thorndike

emphasizes the difficulty of many of us in the statement, "Most of us plan our work and leave our leisure to chance."

President Butler, of Columbia, emphasizes the importance of education for the use of leisure in a recent annual report. He says:

"Those notions of the school, which would fix its aim as the preparation for work rather than for leisure, are in contradiction not only to the etymology of the word school itself, but to every sound notion of education. Guidance in the right use of leisure is vastly more important than what is now called vocational guidance. One hundred youths will find vocations unaided where one will know what to do with such leisure as he may obtain. It cannot be too often repeated that the educational process is an unending one. While it is based on infancy and its prolongation in man, it reaches out to include the whole of human life, with its constantly new adjustments between man and his environment. The right balance between work and leisure, the development of those wants which increase the value of work and those tastes which increase the value of leisure, are at the bottom of the problem of human education."

In the will to set aside and properly use leisure time as growing time, we gain not only higher levels of the intellect, but, as by-products, improvement in mental and

physical health and a spiritual freshness and elasticity which make all tasks easier. It is interesting to note the by-products of play in the field of health that are listed in the "Normal Course of Play." The headings of the sections are:

Play develops functional strength.

Prevents disease.

Promotes nervous stability.

Has great therapeutic value—(healing qualities).

Recreates mental energy.

There are many things to do in leisure, but in this series we want to consider those that fall under our national committees whose subjects are leisure time pursuits, to a large extent—music, art, drama, recreation, reading and movies.

Our ambition is that these talks and programs will be helpful in a consideration and discussion of leisure and our responsibility for its wholesome use. We fervently hope that they will go much further and be transmuted into a greater participation in leisure time activities by many who study this material.

What Are You Giving Your Child?

BY SUNSHINE DICKINSON RYMAN

II. AN EYE FOR BEAUTY?

A YOUNG man I know, who is succeeding right along, said to me recently, "I want to tell you about a beautiful thing my mother did for me when I was a very little boy, a small thing it might seem, and yet I know it has influenced my whole life."

I was interested at once.

"We were living in a small prairie town and hadn't much to go on. But once when we were in a small near-by city, she took me into a beautiful church just to show me the windows. I was a little fellow, but I never shall forget as long as I live the breathless spell the beauty of that little church cast upon me. It was late in the afternoon and the stained glass glowed with live, warm color in the long rays of the setting sun. To me it was fairyland come true. There I stood, a little wide-eyed, fat boy, holding tight to her hand, reluctant to leave, speechless at such lavish spread of form and color." He cleared his throat. "All her life she was pointing out to us beauty in little common things, too. I realize it now. And there was none too much beauty in our little, poor home. But she gave us eyes for the sunset, the shifting beauty of moon and stars, the purple glow on dead prairie grass in the fall, a V of wild ducks, the gray stripes on our old cat, even for a cross section of certain humble vegetables. . . . If she had never done anything else for me, this one thing would have been enough."



The Safety Surveys

What They Are and How to Use Them

BY ELIZABETH GUILD DEVERE

Associate Chairman, National Committee on Safety

MUCH is said in these days about the health of our children, and much is being done everywhere that their health may be safeguarded, from the moment they are born. There are dental clinics, eye clinics, child welfare stations—many opportunities that all children everywhere may have a fair chance in this world of ours, with the result that child mortality has decreased to a remarkable degree.

Now comes an appeal for the *safety* of our children! Dr. Meredith, Chairman of the National Committee on Safety, says: "Safety from accident may be considered to be a part of health—when we consider that as the thrift movement involves the saving of money, so the health movement has for its object the *saving of life*."

Startling facts confront us on every side. Do we realize that twenty-five per cent of the motor accidents during the past year were to children? Do we realize that 6,000 lives are lost every year from drowning? Do we appreciate the fact that one-fifth of the deaths of school children occur in the home, and that fire, falls, burns, and other causes swell the total of lives lost to approximately 90,000 every year?

These are astounding figures when we think of the many rules and regulations that are made every year to protect lives.

At least **seventy-five per cent** of these accidents are preventable.

We might read these astounding facts and sit passively by—but we Parent-Teacher members have in our hands a wonderful opportunity to carry on a concerted safety program in every school, home, or community.

The first question that will arise is, "How can we do it?" This is the answer:

Last year the Education Division of the National Safety Council, at the suggestion of the National President, prepared for the National Congress of Parents and Teachers three Surveys—one for the *School*, one for the *Home*, and one for the *Community*, as a method of finding out the hazards that may exist in any school, home or community.

Such interesting questions as these are asked in the surveys: "Does your school building have adequate fire escapes?" "Do the exit doors open outward?" "Where is the fire alarm box nearest your home?" "Is your school so located that children going to and from school must cross a street with heavy auto traffic?"

Are you willing to fill out one of these surveys and in this way help to carry on a nation-wide Safety Campaign throughout our Parent-Teacher Associations, beginning this month—October—Safety Month?

The requirements for entering the Safety Campaign and being eligible to receive the Medal Awards that are to be given are very simple:

(1) All entering Associations or Circles must be in membership with the State and National Congress of Parents and Teachers.

(2) All registrations must be made between October 1 and November 15.

(3) All surveys must be completed by January 1, 1929.

The three surveys may be obtained from Mrs. Frederick H. Devere, 677 Park Ave., Auburn, R. I., Associate Chairman, National Committee on Safety. All surveys, when completed, are to be returned to Mrs. Devere.

AWARDS

Awards will be made by the National Safety Council as follows:

(a) State enrolling the greatest number of its associations in the Campaign.

(b) State enrolling the greatest percentage of its associations by November 1st.

(c) City entering 100 per cent of its associations in the Campaign.

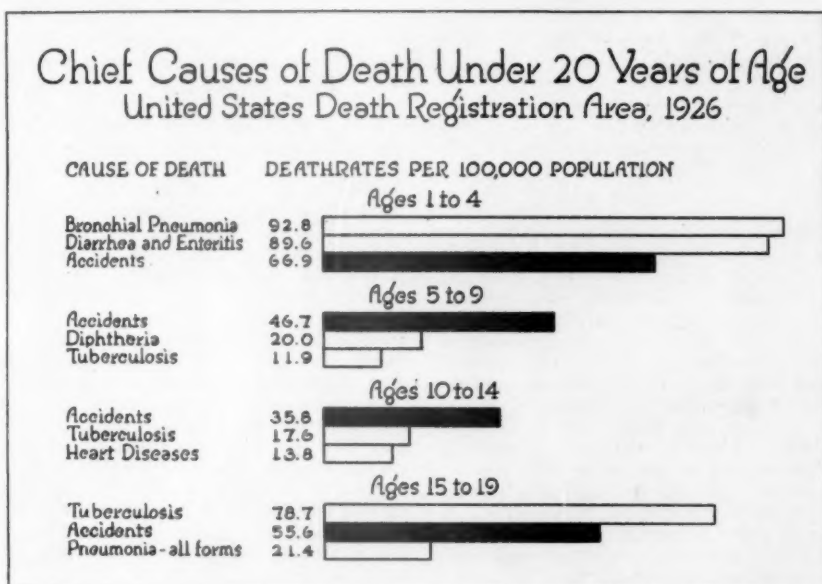
(d) State in which the greatest number

of its associations send in completed surveys.

(e) State in which the greatest percentage of its associations send in completed surveys.

Let us marshal our forces in this direction, for it means the saving of children's lives, and anything that can be done to save the life of *one* child is worthy of the attention of any Parent-Teacher member.

"ETERNAL VIGILANCE IS THE PRICE OF SAFETY"



—From "Accident Facts," 1928, National Safety Council

State Conventions

November

Texas	Amarillo	Nov. 12-16
Arkansas	Little Rock	Nov. 13, 14, 15
North Carolina	Raleigh	Nov. 13, 14, 15
South Carolina	Greenwood	Nov. 15, 16, 17
Maryland	Salisbury	Nov. 19, 20, 21, 22

Due to a regrettable error, credit was not given on the cover of the October issue to the U. S. Department of Agriculture, Bureau of Home Economics, for the charming picture of the little boy which has already elicited so much favorable comment.—EDITOR.



The Book Shelf

BY WINNIFRED KING RUGG

LIVING with Our Children." By Lillian M. Gilbreth. New York: W. W. Norton & Co. \$2.50.

"Heredity and Child Culture." By Henry Dwight Chapin, M.D. Revised Edition. New York: E. P. Dutton & Co. \$2.50.

"Your Child Today and Tomorrow." By Sidonie M. Gruenberg, Third Edition. Philadelphia: J. B. Lippincott Co.

"Psychology of Infancy and Childhood." By Ada Hart Arlitt. New York: McGraw-Hill Book Co. \$2.00.

Mrs. Gilbreth has done the things that she writes about. That is a positive fact. *Living with Our Children* comes, not merely from the office of an expert in scientific management, though she is that, but from the laboratory of a home, where Mrs. Gilbreth, with the constant help of her husband as long as he lived, worked out the problem of developing to the utmost the abilities of their eleven children.

Children develop best when they have some responsibilities. That is why the children of pioneer families have turned out so well. Going on this theory the Gilbreths worked out a scheme of duties for each member of the family. It sounds scientific and purposeful, and rather appalling with its "reminder calendars" and time schedules, but we must remember that Mrs. Gilbreth was dealing with a very large family. Mothers with fewer children will necessarily vary the method of application, but the principle of responsibilities imposed according to the ability of the child, the theory that each child ought to contribute something regular and definite to the family life, applies whether there are eleven children or only one.

The family as a unit gets more recognition in Mrs. Gilbreth's home than in many. The current procedure is to let each individual in the family go his own way, but Mrs. Gilbreth believes that the good of the individual is best served by commandeering his special aptitudes for the good of the whole. That may be true. Most of us have to live with other people. There aren't desert islands enough to go around, and at that, the competition for those that remain unoccupied is not keen. The problem of living together, of "living with our children," is one that can well engage the attention of a woman like Mrs. Gilbreth, who is an honorary member of the American Society of Industrial Engineers, an efficiency expert, and the mother of eleven children. It is likewise worth the attention of every other mother.

Dr. Henry Dwight Chapin's book, *Heredity and Child Culture*, first published in 1922, comes now in a new edition largely rewritten.

Dr. Chapin has spent a lifetime in the service of babies. He is the organizer of the Speedwell System to provide private homes for babies, and with his wife is responsible for the Alice Chapin Adoption School.

In his book on the twin subjects of heredity and child culture he attempts to determine the relative importance of each and their influence on the future of the child. To this end he quotes the opinions of several scientists, but leaves his own conclusions somewhat vaguely phrased. By careful reading it becomes clear that he considers both important, but environment more so.

As a matter of fact it is not so much the relative *degree* of importance of the two subjects as their *importance*, that counts. Child culture can always be more easily directed and controlled than heredity, and therefore merits more practical attention. Choose, if you can, the best biological inheritance for your child, and then see that every means is utilized for giving him the best environment. In this connection Dr. Chapin discusses prenatal care, the care of children in infancy, preschool and school age, mental, moral and nerve culture, nutrition and provision for children who are dependent upon the state.

The importance of prenatal care alone can be appreciated when we read that in the United States during 1920 there were 20,000 deaths due to child birth and 200,000 deaths of infants under one year.

The earlier part of the book, that relating to heredity, is hard for the uninstructed reader to sift; the latter part, in which Dr. Chapin tells what has been, can be and should be done for the child after life actually begins, is written with more assurance and greater clearness.

Sidonie M. Gruenberg's book of practical counsel for parents has been recognized for several years as a trustworthy source of information. In the last eight or ten years so much new research has been conducted in the field of child study and such radical changes have come about in the attitude of parents toward their young people that Mrs. Gruenberg has thought it advisable to prepare a thorough revision of *Your Child Today and Tomorrow*.

This book has the advantage of being easily comprehended, not too technical and not too advanced. Mrs. Gruenberg is a psychologist, and as a director of the Child Study Association of

America she has applied the principles of her science to the child study movement. She recognizes the contribution that the new psychology has made to the understanding of child nature and to its training, but she is not swept off her feet by each fresh discovery, and she has the fortunate gift of presenting her subject with moderation.

Dr. Ada Hart Arlitt's book on *Psychology of Infancy and Childhood* is an admirable book for the use of a class made up of women who really want to study. It is written in textbook fashion, with no attempt to "popularize" the material, and should be supplemented by some books that "sugar-coat" the subject a little more. Each chapter of Dr. Arlitt's book is carefully outlined and tabulated; and closes with a reference list, making it a sound, definite, but not "entertaining" work.

Parents and Teachers: A Textbook for Parent-Teacher Associations. It is predicted that during the fall months there will be a large distribution of *Parents and Teachers*, the new parent-teacher textbook edited by Martha Sprague for the National Congress of Parents and Teachers. Old as well as new officers, local, county and national, will look to it for guidance; educationists will read it for a comprehensive grasp of the great principles of a growing movement in cooperative education. It may well command the attention of the economists looking for a method of getting better returns from money spent in public schools. It is a book to interest the home people, the school executives, the church workers, the recreation enthusiasts—in fact all who, directly or indirectly, are influencing the lives of young people from infancy to adolescence.

Fifteen state branches of the National Congress of Parents and Teachers will hold annual conventions in October. These state meetings

will be attended by thousands of people interested in children, and offer a wide opportunity to inform Congress members and their friends about *Parents and Teachers*—the first textbook of the Congress.

A liberal stock of copies of the book, circulars and order blanks on the literature table will help in the campaign of getting "an educated membership," which is a worthy Congress goal. Ginn and Company, the publishers of the book, will assist the state branches from their nearest offices. These offices are located in Boston, New York, Chicago, Atlanta, Dallas, Columbus and San Francisco.

RECENT BULLETINS OF INTEREST

Child Development and Parental Education in Home Economics. 50 cents. American Home Economics Association, 101 E. 20th St., Baltimore, Md.

This very interesting bulletin reports a survey of courses in child development and parental education offered as a part of home economics instruction in schools and colleges and by extension agencies in the forty-eight states, Alaska, Hawaii and Porto Rico. Special sections deal with day and part-time schools, adult courses, college-residence and college extension work, with one on needs expressed by workers in the field and suggestions for meeting them.

The Child and the Home. By Ernest R. Groves. University of North Carolina Extension Bulletin, March, 1928. University of North Carolina Press. 24 pp.

This bulletin is a classified bibliography, with brief annotations, on child care, parenthood, the family and marriage. It was prepared "for parents, teachers, club women and others who wish a brief but serviceable list of readings in order to carry on individual or group study of child and family problems."



"Child Welfare" at the Cleveland Convention.

Juvenile Protection

BY MARY L. LANGWORTHY, *National Chairman*

I. DEPENDENT, NEGLECTED, DELINQUENT CHILDREN

1. Are there such children in your community?
2. What is done for them?
3. How can your small group with the influence of your association help in their care? If you have juvenile courts, social, agencies, laws, find out if they are giving your children adequate care—if not, cannot your committee act as an agency to help with these children.

II. CONDITIONS THAT CONTRIBUTE TO DELINQUENCY, DEPENDENCY AND NEGLECT

1. RECREATION

Study your recreation, comparing that given your children by schools, churches, private organizations, with that which is furnished by commercial interests.

When you have meetings ask the men or women who have your motion picture theaters, dance halls, pool rooms, etc., to meet with you. Try to understand them and the business point of view and have them understand what you are trying to do for children.

Special emphasis should be given

1st: Motion Pictures

1—The Problem of motion pictures:

A. Are the children in your community going too often to the movies?

B. What effect is this having on their school work?

On their behavior? On their ideals?

C. Are the theaters making inducements to children to attend their shows?

(a) Children's Contests.

(b) Prizes of toys, etc.

(c) Tickets that admit two people for the price of one?

D. Are they showing pictures suitable for children at children's matinees or children's evening entertainments?

READING LIST: Hugo Munsterberg, *The Photoplay*. H. Dora Stecker, *Some Desirable Aims for Motion Pictures*. (These can be secured at public libraries.) F. Zeta Youmans, *Opportunity Night*—a reprint from the Survey Graphic, September, 1927. (A limited number of these may be secured from the Juvenile Protective Association, 816 South Halsted Street, Chicago, Ill.)

2nd: Indecent, obscene, suggestive literature, post-cards, theater postcards, songs, etc.

A. Find out what kind of sex education your children are getting from such publications.

2. CHILD LABOR

A. Are many children in your community leaving school to go to work before they have finished the 8th grade?

B. Are many working illegally?

C. Are any children injured while working in your community?

READING LIST:

Pamphlets published by the U. S. Children's Bureau, Department of Labor, Washington, D. C.

Child Labor, Outlines for Study, Publication No. 93.

Back-to-School Drive, Publication No. 49.

Minimum Standard for Child Labor, Publication No. 62.

(Others may be secured from the Children's Bureau.)

Publications of the Vocational Guidance Bureau, Board of Education, 460 South State Street, Chicago, Ill.

The American Child and other publications of the National Child Labor Committee, 215 Fourth Avenue, New York, N. Y.

Reports of the Illinois Department of Labor, Industrial Commission, 300 West Adams Street, Chicago, Ill.

3. STREET TRADES

A. Has your community any regulation of street selling?

B. Are there any girls selling on your streets?

C. How young are the boys who are selling?

D. What do they sell? Do they sell late at night?

Newspapers, magazines, gum, doughnuts, flowers (real or artificial), merchandise (towels, aprons, holders, etc.), chances (punch-boards, lotteries, etc.).

READING LIST: The National Child Labor Committee, The Children's Bureau, The Juvenile Protective Association of Chicago, have literature on Street Trades.

4. BEGGING

There is very little literature on begging

children. The Juvenile Protective Association has a few articles which may be secured on application. Children who beg are usually sent out by adults, who should be forced to stop this exploitation. Child beggars are likely to exist in any community.

A. Have you any child beggars in your community?

B. Who is responsible for sending them out?

The Summer Round-Up of the Children

A campaign to send to the entering grade of school a class of children one hundred per cent free from remediable defects.

THE registrations for the 1928 Campaign as of August 22 total 2,519 groups from forty-four states. In addition, more than 2,000 children have been examined in the Territory of Hawaii, and California reports 965 associations carrying on the Campaign though not reporting directly, according to the national system.

One of the outstanding features of the Campaign is the increase in the number of cities participating 100 per cent in the work, as shown by this HONOR ROLL.

NOTE.—A 100 per cent city is a city having five or more associations in membership, all of which are enrolled. A 100 per cent county is a county having ten or more associations in membership, all of which are enrolled.

100 PER CENT CITIES

ARIZONA
Tucson
COLORADO
Pueblo
ILLINOIS
Decatur
Mattoon
Moline
Pekin
INDIANA
Evansville
Peru
IOWA
Ames
Boone
Marshalltown
Perry
KANSAS
Fort Scott
Lawrence
Manhattan
Salina
MAINE
Bangor
MICHIGAN
Flint
Kalamazoo

MINNESOTA
Mankato
MISSOURI
Chillicothe
Jefferson City
Sedalia
Springfield
NEBRASKA
Beatrice
Havelock
NEW JERSEY
Teaneck
NEW YORK
Auburn
Gloversville
NORTH CAROLINA
Asheville
Charlotte
Durham
Greensboro
High Point
Raleigh
NORTH DAKOTA
Fargo
OHIO
Bedford
Marietta
Marion
Springfield

OKLAHOMA
Ada
Bartlesville
Blackwell
Okmulgee
Oklahoma City
PENNSYLVANIA
Erie
Oil City
Sunbury
RHODE ISLAND
Cranston
TENNESSEE
Johnson City
TEXAS
Austin
San Angelo
San Antonio
Wichita Falls
WYOMING
Casper
Laramie

100 PER CENT COUNTIES

ARIZONA
Pima
PENNSYLVANIA
Erie
Venango

The President's Message

BY INA CADDELL MARRS

THE continued and increased recognition that the National Congress of Parents and Teachers is receiving at the hands of educators, individually and in groups, is a source of much gratification and encouragement. For a number of years the National Education Association has shown in many ways its confidence in the educational work of the Congress. Ours is one of the few allied organizations for which provision is made for a section meeting in connection with the N. E. A. Convention and for regular representation on the general program.

This year the Association gave additional proof of its faith in our organization when that large body of men and women, representing every type of educational leadership, class room teachers, principals, superintendents, college professors and presidents, unanimously adopted the following resolution:

"NATIONAL CONGRESS OF PARENTS AND TEACHERS:

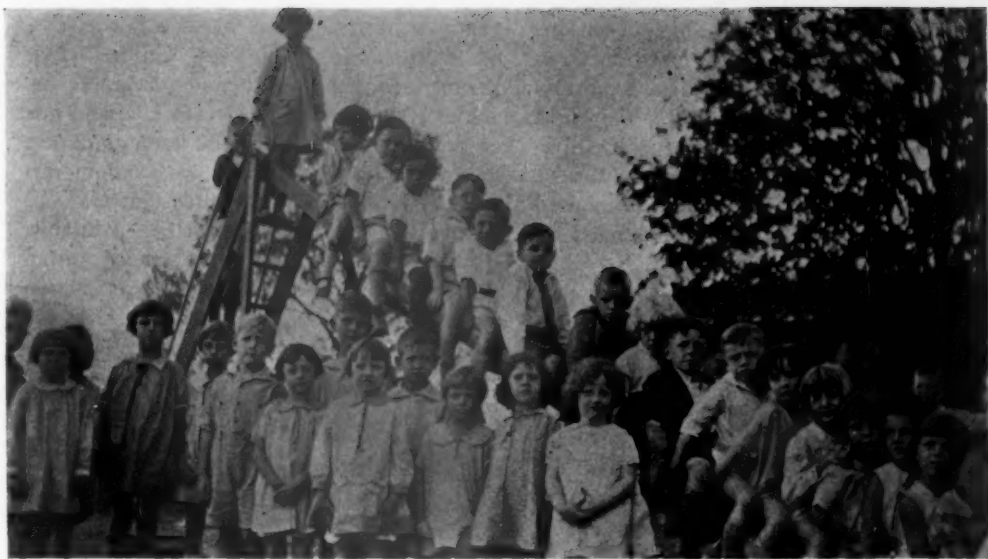
"No greater movement in the field of education has been fostered during the last quarter of a century than the organization of Parent-Teacher Associations. This movement has for its purpose the welfare of children, and it has held steadfastly to this high endeavor and has become one of the most efficient agencies in the promotion of all activities which contribute to the successful training of the child in its relation to the home, school, church and state. In every commonwealth it exerts much influence in the field of curriculum, and in the assumption of a proper attitude toward extra curriculum subjects. Without its influence there would have been less progress in the securing of adequate funds for buildings, equipment and maintenance of the public schools. The social intercourse of parents and teachers contributes to a better understanding and appreciation of child nature and brings about a united action in every community resulting in democracy in education.

"The National Education Association commends this great organization upon the work already accomplished, and assures its cooperation in all efforts to promote a closer relationship between the home and the school."

This action was indeed significant, for it showed conclusively that our friends in the field of school education are becoming more and more cognizant of the close relationship between the home teachers and the school teachers. And the latter are readily assuming their responsibility as members of this big corporation with a clearer understanding of the real meaning of parent-teacher partnership.

That we have established a place for ourselves definitely and securely among the great educational agencies of the country, and have won the complete confidence of the professional educators is a challenge to our future endeavors. We have accomplished this end largely by laying out for ourselves a definite field of action, by limiting our program of service to our own field, by holding steadfastly to the aims and purposes as proclaimed by the founders, and by observing the fundamental principles upon which the Congress and its units rest. It is non-sectarian; it is non-commercial; it is non-political. These principles are absolutely essential to the life and success of such a democratic organization as the National Congress of Parents and Teachers.

Many of our leaders this year—national, state and local—are new. As we enter upon the duties we have assumed, let us direct with the utmost care the interests and activities of the Congress, using every precaution to keep the national organization, its state branches, its county, city and local units free from commercial influence, sectarian bias and political entanglements. We must guard with ardor and zeal the good name and high ideals of the organization we would serve.



Sound Health

BY MARY E. MURPHY

Chairman, National Committee on Physical Hygiene

REVIEW of the activities of parent-teacher groups in the Child Hygiene field indicates a growing realization of the importance of our organization in the promotion of the health of children.

Attention to the needs of the young child has found an important place in the work of practically all of the states. Without exception, the reports received indicate that the Child Hygiene chairmen, if not themselves acting as chairmen for the Summer Round-up Campaign, have earnestly promoted this movement. In some cases the Summer Round-up has been the main activity of the Child Hygiene committees. In every case the results of the examinations and the record of health habits have shown the need for stressing continuous supervision of the young growing child by a medical expert and the education of parents on the essentials for child development. Some of the states report definite constructive work as a sequel to the examinations, which will promote such education. It is earnestly recommended that the Child Hygiene committees not only continue to promote the

Summer Round-up as it now is organized, but that they promote in every way possible the supervision of the child still younger than the age now reached. Examinations by private physicians wherever possible, or by child health conferences arranged either through private agencies or the child hygiene division of the state department should be included in all of our programs.

Most of the states reporting have done effective work in promoting better birth registration. In some cases the checking on registration of births has been made a feature of the medical examination connected with the Summer Round-up. Special drives in this regard have been made by some of the states still remaining outside the birth registration area, and in four states this effort has been rewarded by admission to the area since our last convention. Only six states now remain outside. Continued effort on the part of the six states is needed, but effort is also needed in the states now included in order that the 90 per cent registration standard may be continued.

Immunization campaigns, especially re-

lating to the young child, have been included in Child Hygiene programs in several of the states. The medical examinations in the Summer Round-up, the child health conferences held by the state divisions of child hygiene and the activities of the county health units have all been used as avenues for the education of parents on the need for immunization.

It is with a great deal of satisfaction that we note the fine spirit of cooperation, which is constantly on the increase, exhibited by the parent-teacher associations in regard to the child hygiene work carried on by state departments of health. Not only have the associations supported and strengthened the maternity and infancy work, but they have also worked cooperatively with every organized group promoting the betterment of child life. As we travel about among the states we hear very frequently indeed—from state bureaus of child hygiene and state-wide organizations of various kinds—of the active support which the parent-teacher associations have given them. There is little question that this should be one of the fine functions of the parent-teacher association. It is hoped that cooperation with public and private agencies doing child health work may continue.

It is equally necessary that the parent-teacher associations themselves be aware of the conditions of the communities, of the kinds of programs needed and the types of health officials selected for this work, so that they may serve as a check and guide always for the promotion of thoroughly constructive work.

Certain reports indicate study groups on the physical care and development of children. Your chairman considers that this feature should be promoted very earnestly in the hope that a sound intelligent attitude on child care may be fostered for every mother coming within the reach of our associations. The groups already organized have, in the majority of cases, stressed the pre-school child. These are doing a most important work. It is, however, necessary to recognize the need for a greater intelli-

gence concerning the needs of the pre-adolescent and adolescent child. This period of rapid growth and glandular development is a most important age, and one of the most difficult for the average parent to understand. We need to promote this understanding through study groups and lectures by the best authorities available.

We need also to insure to this age group in our schools health supervision, protection against undue strain, and programs of health education which will commend themselves to their particular interests and ambitions. A few years ago we spoke, and very truthfully, of the pre-school age as "the neglected age." At this time a study of mortality and sickness rates of the adolescent period, a survey of the inadequate provisions for health supervision and training of this period make us aware of the danger of a transfer of this title, "the neglected age," to boys and girls in our junior and senior high schools.

It has been pointed out continuously for the past few years what a far-reaching effect is had upon the whole after life by proper growth, development and establishment of health habits in the early years. Some have even gone so far as to prophesy that when all the problems of the pre-school child are solved there will be no problems of adolescence. Perhaps that will prove to be true. At present, however, it has not been attained, and so we must include both the young child and the adolescent in our programs.

The chairman wishes to stress again the great need for cooperation with the committees on mental hygiene, recreation, education and study circles in preparation and carrying out outlines for study groups in order that the many sides of the child may be a unit in our thinking of him. In the past there was a tendency to try to consider the physical health, the mental health, the spiritual life and the education of the child, each as an entity. We now realize that these are inseparable, that each depends upon the other, so that we must consider the child and his environment as a whole.

NOTE.—In November and December a two-part article on Health and the Pre-school Child by Dr. Ada Hart Arlitt will offer a complete guide to parents in the home and will also supply excellent program material for pre-school circles.—EDITOR.

The Round Table

The Tone of the Parent-Teacher Meeting

BY MARTHA SPRAGUE MASON

WHAT is going to be the tone of the meetings in your association this year? Will the parents of the children in the school come to them each month with lagging footsteps because they think "the cause" should be supported, and because Peter and Nancy have begged them to come? Or will they have, deep down in their hearts, a real desire to come, because of the opportunities which the meetings offer them to give to others from their store of experience, or in order that they may become better posted on all school matters, or that they may get better acquainted with those quasi-parents of their children—the teachers—to whom they owe a great debt of understanding cooperation?

As you plan the meetings are you trying to interest and attract the teachers? Will they try to find an excuse for not attending because last year, and year before, they found no opportunities to interpret the school work to the parents, no chance to become acquainted with home and community problems bearing on their teaching of children? The meetings may be planned in a way to draw them as with a magnet; if their tone is warm and friendly and sympathetic the teacher will find the support and help without which their task is indeed hard.

If the meetings are well conducted and well attended they will attract the school officials. Here, and here only, will superintendents and members of the school committee find an audience genuinely interested in the school program which they are trying to carry out and which, to be successful, must win the approval and support of the school patrons. Will your meetings this year win the enthusiastic approval of parents, teachers and school officials? Will the atmosphere be friendly and cooperative? Will the program be developed according to

principles set forth in the September ROUND TABLE?

THE PURPOSE OF THE PARENT-TEACHER ASSOCIATION

IS NOT to raise children easier, but to raise them better.

IS NOT to make money, but to make lives.

IS NOT to criticize the home, but to raise its standards.

IS NOT to ignore poor schools, but to secure good ones.

IS NOT to operate in schools, but to cooperate with them.

IS NOT to find fault, but to find facts.

IS NOT to make every child a prodigy, but to give him a chance.

A PARENT-TEACHER ASSOCIATION OFFERS A MEETING GROUND WHERE PARENTS AND TEACHERS MAY

Develop a better understanding of the needs of children.

Study the conditions which are a menace to children.

Learn to study and work together for better conditions.

Pool their successes and failures in dealing with children.

Make themselves "fit for children to live with."

Stimulate a clear-thinking public opinion about the responsibilities of adults to children.

IN WORKING TOWARD PARENT-TEACHER GOALS, IT IS WELL TO REMEMBER THAT

It is better to prevent than to cure.

It is better to make a character than to mend a life.

It is better to construct than to reconstruct.

It is better to waste materials than to waste child life.

It is better to strengthen foundations than to paper the attic.

It is better to understand the nature of a child than to know the mechanism of the family car.

It is better for a child to keep his health than to gain the whole curriculum.

It is better to teach children *how* to think than *what* to think.

It is better to have a good parent-teacher association than a good golf club.

It is better to have a working membership than a long roll call.

It is better to drive education than to be overtaken by catastrophe.

Glenn Frank may have been thinking of parent-teacher workers when he wrote these words:

"The problem of our generation is to bring knowledge into contact with life and to make it socially effective. The men and women who can help us to do this will be the engineers of a new renaissance."

What to See

BY ELIZABETH K. KERNS

National Chairman, Motion Picture Committee

Classification

A—Adult. Adult pictures are recommended for those of mature viewpoint and experience.

F—Family. Family pictures are recommended for the general audience, including children of twelve years of age and over.

J—Juvenile pictures are recommended for children under fourteen years.

SR—Short reels are for the general audience.

W—Westerns, recommended for the family.

R—RATING

*—Especially recommended.

A—Good.

B—Harmless, but second rate as to plot and production.

R	Title	Class	Stars	Producer	Reel
B	Ace High	W	Hoot Gibson	Universal	5
A	Behind in Front	SR	Felix the Cat Cartoon	Educational	1
A	Buffalo Bill's Last Fight	FJ	Technicolor-Historical	Metro-Gold.-Mayer	2
A	Calcutta	SR	Geographical Film	Pathé	1
A	Canned Thrills	SR	Coney Island Amusements	Pathé	1
A	Excess Baggage	A	William Haines-J. Dunn	Metro-Gold.-Mayer	7
A	Fishing with a Microscope	SR	Ufa Oddities	Metro-Gold.-Mayer	1
A	Happiness Ahead	F	Colleen Moore-Ed. Lowe	First National	7
B	Headin' for Danger	W	Bob Steel	Film Booking Of.	5
A	Heart to Heart	F	Mary Astor-Lloyd Hughes	First National	6
B	Phantom of the Range	W	Tom Tyler-Frankie Darro	Film Booking Of.	5
B	Polly of the Movies	F	Gertrude Short-Jason Robards	First Div. Pict.	6
A	Rinty of the Desert	FJ	Rin Tin Tin	Warner Bros.	6
A	Show People	FJ	Marion Davies-Wm. Haines	Metro-Gold.-Mayer	7
A	Telling the World	F	William Haines	Metro-Gold.-Mayer	7
A	Thoughts While Fishing	SR	Bruce Outdoor Sketch	Educational	1
A	The Upland Rider	W	Ken Maynard	First National	6
A	The Vanishing Pioneer	F	Jack Holt	Para. Fam. Lasky	6
A	Warming Up	FJ	Richard Dix-Jean Arthur	Para. Fam. Lasky	7
A	Wheel of Chance	A	Richard Barthelmess	First National	7
A	Win That Girl	FJ	Sue Carol-D. Rollins	Fox Film Corp.	6



Editorial Service

CHILD WELFARE serves a three-fold need: It is first a guide for parents who are conscientiously endeavoring to train their children in the home, to follow them into the school and to protect them in the community; for parents who are dealing, not with *the* preschool child or *the* adolescent but with both at once and with perhaps two or three grade school youngsters in between, and who, in the pressure of the day's work need the findings of experts and scientific investigators, reduced to first principles and fitted to the demand of the hour in the average home. Conducted by parents, for parents, it seeks not only to offer immediate help in the solution of pressing problems, but to stimulate fathers, mothers and teachers to carry on a definite plan of self-education—the only system which will produce lasting results. To this end the carefully developed Courses in Parental Education, approved by the experts who have written the books to be studied, and the Department, "Just for Mothers" are planned, the one to lay solid foundations and the other to meet special emergencies which demand a short cut to knowledge. Through it the advice and assistance not only of the editorial staff but of all the experts who head the national committees and bureaus of the Congress of Parents and Teachers are made available to the parent on the isolated Western ranch as well as to the dweller in the heart of a great city. Merely to publish such a magazine is but to place in your hands a guide book; it will give you some information, it is true, but its chief use is to lead you to explore for yourself, to become acquainted with the country it briefly describes. The real test of its value is the service which it induces you to demand and the degree to which that demand is met.

Secondly, CHILD WELFARE, being the official publication of the National Congress

of Parents and Teachers, serves to bind together its 20,000 units and to present methods and activities for parent-teacher associations and preschool and parental education groups of that vast partnership of home and school, as well as to provide program material for their meetings. But as the educational material which is of service to such a movement must be well-nigh universal in its application, the articles appearing under department headings are as a rule quite as valuable to the parent in the home as to the parent who is a member of an association which unites home and school. CHILD WELFARE is not a "house organ" in the sense that it offers service only to members of an organization. Its sole aim is to benefit childhood through help given to parents, teachers, citizens, and its special emphasis on plans for the operation of the major groups of preschool, grade school and high school associations is to give this aid to the mass, in this vast field of concerted effort, as well as to the individual. To this end our readers are urged to make known their needs and desires, which will be met to the utmost limit of the extensive educational resources of the magazine.

Thirdly, as the Congress, with its 1,279,000 members, men and women in every state of the Union and the Territory of Hawaii, is working extensively in and through the public, private and parochial schools, CHILD WELFARE offers to social and health workers an unequalled opportunity to reach and to become informed about the activities of a group of influential people inaccessible through the usual channels of philanthropy and civic agencies, and to secure their active cooperation in preventive and protective measures. Let us "Pull Together Always" to make your magazine

Helpful	} for {	Home
Serviceable		School
Constructive		Community

"Station N. C. P. T. Broadcasting"

IN October and November the National President will attend and speak at the State Conventions in Missouri, Indiana, Tennessee, Alabama and Texas. She has also been invited to attend the Fortieth Anniversary Conference of the Child Study Association of America, presenting the history, growth and status of the National Congress, and to represent the organization at the Conference on Parental Education, of which the Congress has been invited to become a member.

The Congress will also be represented either by the president or by one of the vice-presidents at the Recreation Congress in Atlantic City, at the National Safety Congress in New York, and at the annual meetings of the American Child Health Association and the American Medical Association in Chicago.

At the Recreation Congress, the Director of Public Welfare, Mrs. A. H. Reeve, will report for the Section on Home Play, before the general assembly. At the meeting of the American Public Health Association, Miss Mary E. Murphy, Chairman of Physical Hygiene, will present the Summer Round-Up of the Children before the Child Hygiene Section.

Twelve officials attended the meeting of the Executive Committee held in Minneapolis, July 1-6, the president, five vice-presidents, four bureau managers, the treasurer and the recording secretary. The president presided at all sessions, conducted the section meeting in connection with the convention of the National Education Association, and addressed its General Assembly on "Training for Citizenship: The Home." Mrs. Marrs also broadcast a five-minute talk over the radio. The members of the Executive Committee, visiting Board members and educators were guests of the State Board of Minnesota at a largely attended dinner, at which the speakers were Hon. J. J. Tigert, U. S. Commissioner of Education, and Dr. J. M. McConnell, State Commissioner of Education.

The Congress was further represented on the N. E. A. program by Mrs. E. C. Mason, who spoke at the Department of Adult Education on *The Place of Parental Education in a Coordinated State Program*, and by Mr. Jay B. Nash, National Chairman of Physical Education, who discussed *Education Through Physical Education* in the meeting of the Department of Health and Physical Education. Mrs. Hugh Bradford, on invitation, addressed a class at the University of Minnesota.

Some preliminary work was done on the program for the 1929 Convention, which is to be held in Washington, D. C. "Education for Worthy Home Membership" was chosen as the Convention theme. The Washington Hotel has been selected for Convention headquarters.

The plans submitted by the Directors, Bureau Managers and Committee Chairmen at the July meeting of the Executive Committee, demon-

strated that the work of the Congress goes forward with little delay through a change of administration.

To secure a closer coordination of the work, the Directors will hold conferences with their chairmen at the fall Board meeting and at the time of the Convention. Such conferences will do much to unify the activities of the committees under each department.

The Bureau of Program Service plans the development of program outlines based on the seven objectives of education, to be adapted to the different ages. Mrs. Carl Brister and Mrs. William Dunning, of Auburn, N. Y., were appointed associate managers of this Bureau.

The Bureau of Rural Life will emphasize this year the organization of county councils, the special project being to cooperate with the states in forming one council in each state, according to plans formerly accepted by the Board of Managers. Miss Julia Connor, of Washington, D. C., and Mrs. E. W. Frost, of Arkansas, were appointed associate managers, Miss Connor to direct the county council project and Mrs. Frost to work with the Bureau of Program Service in the preparation of programs especially adapted to rural associations.

The Bureau of Educational Extension is emphasizing adult education, and to that end recommends that the National Congress of Parents and Teachers actively promote the use of reading courses prepared by the Bureau of Education, the American Library Association and the University Extension divisions, and the formation of reading and study groups for the further use of these courses, and that it devise plans for making available in interested communities the books required for these courses. This recommendation was adopted by the Cleveland Convention. The manager of the Bureau will release during the year a series of articles, book reviews, and interpretations of recent developments in adult education.

Plans for the Bureau of Publications were adopted at the Cleveland Board meeting and are already being put into effect. The record time in which the Proceedings were published and distributed is an indication of the efficient work of this Bureau. The plate service to state bulletins has been received with enthusiasm and the demand promises to be greater than can be met from funds thus far allowed for this item.

The Bureau of Publicity is being reorganized, with assistant managers in charge of different phases of the work. An elementary correspondence course in publicity is in preparation and the publication of a "First Reader in Publicity" is contemplated for an early date.

Dr. Herbert R. Stolz, Director of the Institute of Child Welfare and Research, of the University of California, was elected manager of the Bureau of Parental Education to fill the vacancy caused by the death of Dr. Baldwin, and will submit his plans at a later date.

BIBLIOGRAPHY FOR A WINNING TEAM—OR
ATHLETICS FOR EVERYONE. See page 79

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Just for Mothers

By EVELYN COPE, A.B.

EDITOR'S NOTE.—Address all questions for this Department to "Just for Mothers," care of CHILD WELFARE. If an immediate, personal reply is desired, enclose stamped, self-addressed envelope.

QUESTION—"My boy does not come when I call him. What is wrong?"

This involves the question of obedience. From the beginning the child should be taught to obey promptly and cheerfully. This means, too, that parents should be just and reasonable and not expect a child to pop up like a Jack-in-the-box every time they speak.

Most of us do too much talking. It's "Johnny, come here!" "Mary, do that!" "Bobby, stop that!" "Don't make so much noise!" "Now play nicely!" After a while the child in sheer self-defense turns a deaf ear. Say that which is necessary and then leave the child alone.

Again, parents repeat a command two or three times and the child learns to expect repetition. Remember the story of Bobby and Willie making mud pies behind the backyard fence. Mother calls from the back porch, "Willie, oh Willie, Willie, come here; don't you hear me?" Bobby peaks through a knot hole and nudges Willie with, "Yer maw's callin'!" "Yep, but she'll call again," says Willie, and pats his mud pie.

So many parental requests are so unnecessary. This incident was related last week. Mary was playing across the street on Fanny's front porch. A shower came up. Mother called, "Mary, I want you!" Mary came running. "What did you want me to do, mother?" "Oh, nothing, but it's raining." "But it is raining over here, too, mother," said Mary.

A good check up on what is reasonable and sensible will often result in weeding out much unnecessary talk, with the result that when mother's voice is heard, it means something. Begin tonight. Think over what might be left unsaid. You may have to start again from the beginning, and pioneer work is always hard, but the joy and satisfaction are also greater when the end has been achieved.

QUESTION—"How can I break my children of bad habits?"

The child should be protected from ever forming a bad habit. This protection lies in his training. The parent who makes a positive, definite effort to train the child in correct habits will have little difficulty with bad ones. Foresight, eternal vigilance and patience must be practiced constantly. Habits are nothing but repeated actions. The first wrong act should be stopped and never be permitted to be repeated. It is so easy to say, "Oh, well, once won't hurt." "I will let it go this time. I am tired."

Help the child to perform a definite act of courtesy, to pick up toys, to be orderly, according to the habit you are trying to build up. Give him encouragement and make him conscious of

the fact that he has done something worth while. This will bring him pleasure and satisfaction. Avoid reminding him of the bad habit, but constantly hold up before him the right way of doing. Remember we do those things that satisfy us. Read the section on "Habit," in "Character Training in Childhood," by Mary S. Haviland.

QUESTION—"What can I do to make a little fellow more independent? He seems to be so dependent upon others."

Perhaps too much has been done for him. Many mothers do for the child because it is easier to do things oneself than to have patience with a child's crude, slow way of doing. But remember the child's effort is worth as much as, or perhaps more than, the result. That is how he learns. The wise mother will use her originality in making opportunities for the child to do things.

Keep the child busy. Let him be a "big boy" and help mother with her tasks. Children like responsibility, and it develops power and confidence. Plan his play so that he can make things, such as building blocks, pictures with crayon. Leave him alone during his play.

Do not let him play too much with older children. Rather let his associates be those of his own age or younger, so that he may take the lead. Keep him in good physical condition. Guard against a tendency to day dreaming. If he fails to do what is justly required of him, then he should not be permitted to do what he wants to until his appointed task is done.

Let him carry out his own ideas sometimes even if yours, to you, seem better (provided it is not a question of moral principle). Encourage him to think and plan for himself.

QUESTION—"How can I make a child respect a parent's authority?"

Let us understand what we mean by authority. Parental authority means the grave, sacred responsibility of guiding the child in its gradual development to the attainment of noble manhood and womanhood. Love without measure and a clear mind with eyes ever lifted toward the goal are necessary to accomplish this. We must understand the nature of the child. Each soul must be dealt with according to its needs. It is the duty of the parent to develop the child's powers, talents, good tendencies and wholesome interests so that he comes to a full realization of himself. The parent must be the leader and carry the torch to light the way.

Some parents confuse authority with autocracy. Autocracy keeps children infantile in nature or develops a rebellious spirit. Many chil-

dren suffer under demands which are beyond their mental or physical capacity. We live in an adult world. Let us sometimes enter the realm of childhood. Respect cannot be forced; it must be earned. The child's capacity for independent action develops as he grows. Parents must grow with it.

Let us not get the silly notion of "My child shall have 'self-expression' (so-called). I cannot deny him anything." Wise authority means that the mother must train the child in self-control. He must learn to forego present pleasure for future gain. He must not eat a pound of candy although he enjoys it, because of future bad effect upon health and comfort. Nature makes us pay the price. The same is true in our mental, emotional and spiritual life. Firmness and kindness go hand in hand.

Dr. William A. White says, "For the infant the father and mother are marvelously wonderful." Would that as parents we might always remain so in the eyes of our children! Is this thought impossible? Surely not. "Though mankind may never attain to his grand ideals, it can and ought to strive after them." To be worthy of our children's respect we must do nothing unworthy, but try with intelligence and affection to point the way to righteousness.

Read Chapter V, in "Mental Hygiene of Childhood," by William A. White, M.D.; Chapter III, "The New Psychology and the Parent," by H. Crichton Miller, M.A., M.D.

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By

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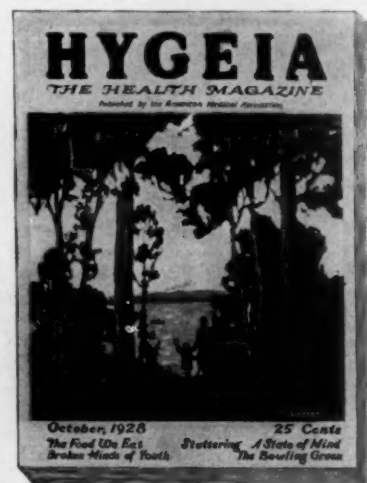
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Out Among the Branches



ONE YEAR

BY MRS. E. W. OSWALD

President, South Side Parent-Teacher Association, Saginaw, Michigan

WITH the development of greater cooperation between the community and the schools as our aim, the South Side Parent-Teacher Association has sponsored the following activities:

At the close of the school year an historical pageant was presented by our one thousand school children in costume. As local history was interwoven with the state and national events, local factories and organizations were represented.

In September a get-acquainted contest, together with a system of window cards and badges for the children aided in more than doubling our active membership. A hard-times Hallowe'en party also helped us to make many new friends. To this gathering only those children who were accompanied by their parents were admitted, while fines were imposed on any adult not in appropriate "hard times" costume. Children and grown-ups were entertained in separate groups and entered heartily into the old-fashioned games and the ghostly pranks.

Our Christmas program was twofold. A local church allowed us the use of its auditorium for the presentation of a pageant, "Christmas in Many Lands." Most of the parts were taken by children of foreign parentage, while many of the properties came direct from the "Homelands." Our annual community Christmas tree, erected in the heart of the South Side business district, was the center of the outdoor festivities. A huge truck was placed near the brilliantly lighted tree, and upon this as a stage, the Christmas message was presented in a series of living pictures, while the audience of 2,000 grown-ups and children sang the old familiar carols. At the close of this part of the program—thanks to the South Side business men—Santa Claus appeared on the truck and distributed apples to the throng of children.

Welfare work has also claimed its share of our efforts. This includes home calls, material aid to the needy, distribution of new and reclaimed garments, hospital care, adjustment of glasses, and in some cases even bedside care. Our fourth, fifth and sixth grades pieced eight quilts as a part of their Christmas work as gifts for needy homes.

Funds for our Parent-Teacher work are raised by two big efforts during the year—a community supper in November and an annual carnival in the early spring.

THE RIGHT KIND OF "POLITICS"

BY MRS. EDWARD T. HALE

President, San Diego Council, California

The increase in enrollment in San Diego city schools has been 2,000 per year for the last five years. This remarkable growth requires 57 additional class rooms per year. Not a single class room has been built for two years, and not another class room can be built until a bond issue passes. Two years ago the city tried to put over a bond election, but it failed because of lack of knowledge of the situation.

So the Parent-Teacher Association of San Diego offered to help. The fact that the overcrowded conditions of the schools had reached a point where half day sessions were imminent gave an added impetus to the Parent-Teacher Associations to lend their support in an effort to bring about a realization, by the public, of the necessity for voting for the school bonds.

They first offered their services free of charge on election day at the polls, to Superintendent of Schools W. E. Givens, who is quoted as saying: "Never before to my knowledge has a Parent-Teacher Association in any place in the United States, voluntarily, without cost to the city, taken over the conducting of an *entire School Bond Election.*"

For the benefit of those who think it "can't be done" follows an outline of what has been accomplished:

The members are donating their services for helping in every phase of the school bond campaign. They have organized their workers to serve in the polls on election day. More than 90 per cent of the workers are Parent-Teacher Association people. They have secured a large part of the polling places without cost to the city. They are at present doing everything in their power to help to bring the public school situation before the people. It is their plan to have an army of volunteer workers at the polls on election day, to telephone people who have not yet voted, and to send automobiles to bring to the polls those who otherwise would be unable to get out to vote.

Why are we giving so much of our time, energy and thought to the School Bond Election? There is only one reason, "The welfare of the children." The best interests of the children of San Diego demand that the bonds be passed; otherwise the educational advantages for the children will be seriously curtailed.

With this action on the part of the Parent-Teacher Association we are bringing "Cooperation" and "Service" for "Child Welfare" into headlines where we can outline them with dollars and cents and are showing what may be accomplished through organized effort.

A SPEAKER OR A ROUND TABLE?

It is an encouraging sign that many councils and local associations are using the discussion method, or "Round Table," for their meetings instead of always having a speaker. It may seem difficult at first to organize a Round Table and some members never will take any part, but if definite articles from CHILD WELFARE, the *State Parent Teacher*, or educational journals are assigned by the Program Committee, you can always find someone to take one or more of these. Another successful method is to write out a number of pertinent questions on the subject and pass them out as people come in, later calling for them by number or topic. This method is informal, gives a person an opportunity to express his own opinion on a subject, and really trains the members to take part in the meetings.

The CINCINNATI Council has been conducting Round Table discussions at its meetings on such topics as "Membership," "What Constitutes Membership," "How to Increase Membership," and "How to Sustain It." This is a vital subject for an organization such as the Parent-Teacher Association which has a constantly shifting membership.

A speaker with a vital message of inspiration and information on educational and social topics is always a great help to an association or council, and many people will come to such a meeting who would not otherwise attend. But let us remember that our council meetings are for instruction, information, and aid to the local associations, and that too many times the actual community interests are neglected if a speaker has to have all the time at a meeting.

* * *

The teaching staff of the THIEF RIVER FALLS, MINN., Parent-Teacher Association assumed full charge of the regular February meeting. The program opened with a group of songs given by the faculty of the school. Miss Stenson, Home Economics instructor, followed with an instructive talk on the essentials of nutrition for the school child.

Superintendent Bye explained in detail the manner of giving grades to each student, affording the parent a good idea of just what the pupil is accomplishing in his school work. A play, written by Miss Batten and Principal Hand and embodying the problem of grades and the methods of giving them, was presented by fifteen of the teachers and illustrated by Mr. Bye's explanation.

A delightful conclusion to this unique and instructive program was a group of French and Spanish songs.

* * *

COLEMAN, TENN., Parent-Teacher Association and Mothers' Study Circle had a joint meeting on April 26. A program on "Thrift" was in the charge of Mrs. Paul Edwards. There was an exhibition of useful articles made of useless articles. Each member of the circle is requested to enter an article, the most attractive to be selected for exhibition at the Tri-State Fair in October.



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(Books sent on approval to retail customers in the United States and Canada only.) C. W.—10-1-28

RICHFIELD, OHIO, Parent-Teacher Association has finished a very successful year, at the beginning of which the Executive Committee endeavored to find some particular goal toward which it should work, and to help in this decision, the committee attended one meeting of the School Board. Deciding that it should not take over any responsibility which was legitimately that of the school officials the association has concentrated its efforts on a fund for a moving picture machine. This appeared to be a stupendous task and one which required much effort on the part of one and all to bring about its accomplishment. Accordingly, it was decided to give each month a program worthy of a small admission fee, and that all might have a share in taking care of the social hour, the township was divided into sections, each section taking charge of one meeting.

But the primary reason for a Parent-Teacher Association is Child Welfare, and this phase of the work was not neglected. As in past years, Richfield Parent-Teacher Association again sponsored the hot lunch.

* * *

The Parent-Teacher Associations of Rock Island, ILLINOIS, cooperated with the Playground and Recreation Commission of that city in forwarding a program of Backyard Playgrounds for this spring and summer. They set forth in a leaflet the reasons for such playgrounds; suggested equipment and games for backyard play, and these leaflets have been sent to all parents in the city. Much of this equipment can be constructed at home by children with the help of their parents, such as sand boxes, swings, flying rings, horizontal bars, teeters, slides and doll houses; equipment for boys and girls of all ages. It is also shown how games, such as handball, horseshoes, golf, etc., do not require much space and may be adapted to almost any backyard. Father and son matches and neighborhood tournaments will provide fun for all ages. Contrary to general belief, the backyard can be equipped with play apparatus without detracting from the beauty of the yard.

* * *

GRUNDY, TENN.—Summerfield—The association is not yet one year old, but the program it has sponsored would do credit to one much more advanced. The report reads:

We have met on an average of twice a month.

We have supervised the public playground.

We have helped to promote interest in the county health program.

We have given entertainments to raise money for the school piano.

We have done special work in our county fair.

We are helping fix up a building for a community house.

We are planning a weekly market during the summer.

We plan to buy chairs for our community house and playground equipment for the young people.

We sent a delegate to the State Convention, and are happy to report eleven new members.

Mrs. Mart Glover is the president.

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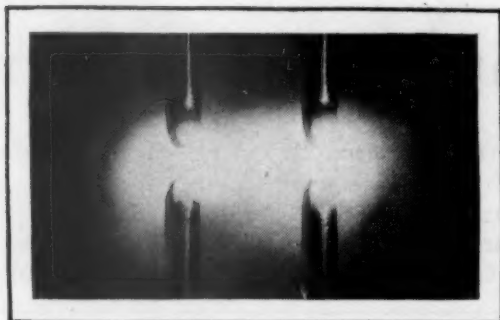
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Study Program I, Lesson II

For First Year, Preschool and Grade Study Groups

BASED ON "YOUR GROWING CHILD"

BY H. ADDINGTON BRUCE

"How can I hear what you say, when what you are is thundering in my ears?"—RALPH W. EMERSON.

"No life can be pure in its purpose and strong in its strife, and all life not be purer and stronger thereby."—OWEN MEREDITH.

CHAPTER 2. CONTACT EDUCATION

QUESTIONS

1. Everything as well as every person which comes in contact with the child is of suggestive value. Explain. Pages 10-11.

2. The child from his environment gains ideas which sink into the subconscious, affecting afterwards his later life, sometimes for good and sometimes for ill. Give instances from your own experience to support this statement. Tell of the young man who had a fear of closed places due to an unpleasant incident in his childhood. Pages 11-12.

3. Tell how the furnishings of the home, including the pictures, the books, and the music, affect the child's environment. Pages 14-16.

4. Compare notes on how your girl's room is furnished; your boy's room. Discuss the advantage of a boy having a place for his possessions which have no intrinsic worth, but are of untold value to him. See "The Problems of Childhood," by Patri. The Crow Age, page 101.

5. Why is it desirable for a child to have his own books of good literature which he may read again and again? Pages 14-16.

6. How do quarreling parents affect the environment of the child unfavorably? Page 17.

REFERENCES—See references under Chapter 1.

CHAPTER 3. WHAT FEAR MAY DO

QUESTIONS

1. Tell of the value of fear which involves an element of caution and prudence. Fear that incapacitates is to be avoided. Page 18.

2. Dr. John B. Watson says that the child is born with only two fears, the fear of falling and fear of a loud noise. Most children have many more fears which they have evidently acquired. From your own experience or from the text relate how parents cause their children to be afraid. Pages 18-21; 22-25.

3. What is the danger of shutting a child up

in a dark closet? Threatening him with the policeman or doctor?

4. How may one overcome a child's fear of the dark? See "The Child: His Nature and His Needs." Pages 42-44.

5. The small child sometimes slips in the bath tub and acquires a fear of his bath. How may the mother overcome this fear? See magazine, *Children*, March, 1927. Page 25.

6. How has some of our past teaching in religion caused the child to develop fears? Pages 25-26. Are we not tending today to emphasize the love of God rather than his vengeance, thus eliminating fear from present-day teaching?

7. Why should we carefully select the fairy tales which we read to children? Page 26.

8. What are the physical effects of fear? Give author's illustrations. Pages 26-29. How does emotional control help to overcome fear? Page 29.

REFERENCES

The Everyday Problems of the Everyday Child, by Dr. Thom. Chapter X.

The Child: His Nature and His Needs. Pages 42-44.

The Inner Life of Childhood, by Frances Wickes. Chapter VIII.

Personality and Social Adjustment, by E. R. Graves. Chapter VI.

CHAPTER 4. TRAINING FOR CONTROL

QUESTIONS

1. What would be your program with a baby for the first six months, in order to establish emotional control? Describe author's suggested method. Does it agree with yours? Pages 30-33.

2. Has it been your experience that most spoiled children are spoiled during the first six months of their lives? Page 30.

3. What is the benefit of a quiet hour, every afternoon, for children? Pages 33-34.

4. "In the interest of emotional control, children should be given religious and ethical teaching." In your own home, what are you doing to bring this about? Page 34. Do you engage in bedtime prayers with your children? Do you begin one meal of the day with reverent thought or prayer? The members of a certain



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family at the evening meal take turn about in reading a favorite poem or prose quotation, often a selection from the Bible.

5. "You can preach a better sermon with your life than with your lips." Does this apply to the teaching of religion? Page 34.

6. The author refers to the laws of conscious and unconscious imitation. State these laws in your own words. Pages 25-27. (a) Children consciously imitate those whom they admire. What responsibility does this place upon us as parents in regard to our own example, and to the example of those with whom our children come in contact? Pages 35-37. (b) The child unconsciously imitates those with whom he is constantly associated. Because of this fact, what is our responsibility? Pages 35-37.

7. Name some of the emotions to which persons yield themselves who do not possess emotional control. Page 37.

8. The parent must exercise emotional control before he can teach it. Do you find this to be true? Pages 37-38.

9. "The fruit does not fall far from the tree." Explain. Page 37.

10. One of the aids to emotional control is the posture of control. Explain. Pages 38-40.

REFERENCES

The Child: His Nature and His Needs. Pages 111-113.

Wholesome Childhood. E. R. and Gladys H. Groves. Pages 59-62.

The Training of Children in the Christian Family. Dr. Weigle Chapters IX and X.

Study Program II, Lesson II

For Second Year, Preschool or Grade Study Groups

BASED ON "THE EVERYDAY PROBLEMS OF THE EVERYDAY CHILD"

BY DOUGLAS A. THOM, M.D.

"A mother who is too busy to bother with a little child's nonsense will never be bothered by his real problems." Page 45.

"A child should be treated with as much courtesy as an adult." Page 45.

CHAPTER 3. THE PARENT-CHILD RELATIONSHIP QUESTIONS

NOTE—This chapter considers some of the fundamental factors in a satisfactory adjustment between parent and child.

2. The child's early tendency is toward satisfying his own bodily needs and comforts. The mother enhances this tendency by her ministrations and devotion. In order that a satisfactory adjustment may be made, the mother must wean the child physiologically as well as psychologically. Give further discussion. Pages 28-29.

3. Why should the father have a share in the child's emotional life? Page 29.

4. What does it mean for an adult to become socialized? Page 30.

5. Do parents reach most decisions by means of emotional or intellectual reactions? Page 30. Should parents aim to fulfill through their child their own thwarted ambitions? Page 32.

6. Some parents refuse to allow their children to grow up. Why is this situation filled with danger for the child? Pages 32-33.

7. How does the unsatisfied emotional life of the parent make up an unsatisfactory environment for the child? Pages 33-34.

8. How does oversolicitude on the part of parents make for an unsatisfactory adjustment? Page 34. Tell of the advantage of a "little wholesome neglect" in child training. Page 36.

9. What is the probable reaction of the child to a stern parent? Page 37.

10. Tell of the importance of the wholesome atmosphere of the home upon the emotional life of the child. Pages 38-39. "Attitudes of happiness, peace, contentment, love, sympathy are absorbed by the child from the atmosphere in

which he lives and are not acquired through training." From your own childhood experience, did you find this to be true? Page 39.

11. "The conduct of the child is simply his reaction to his environment." Explain. Page 39.

12. The child must not only adjust himself to his home, but to the outside world as well. How may the parent help to make this last adjustment? Pages 42-43.

13. Tell of the evil of bribing or threatening a child. Pages 43-44.

14. Why may a child be apparently well adjusted to his home and yet fail to make normal adjustment in the outside world? Page 44.

15. Why are some so called "problem" children confused with a problem environment or problem parents? Page 44.

16. Why should we at all times treat children with courtesy? Pages 45-46.

17. In child training, why should parents present a united front to the child? Page 46.

18. Relate from your own experience how fathers who have given of themselves as well as of their money to their children have been successful parents. Pages 46-47.

19. Tell why motives for conduct are more important than conduct. Page 49.

20. Review positive factors that make for a wholesome adjustment between parent and child.

REFERENCES

Parenthood and the Newer Psychology, by Frank H. Richardson. Chapters 1 and 2.

Your Growing Child, by H. Addington Bruce. Chapter IV.

CHAPTER 4. FEEDING

FOR GRADE STUDY GROUPS

School children have their feeding habits already established. Some have good habits, others faulty habits. This chapter may be reviewed, by a member, naming ten rules in regard to eating, which if enforced may lead to better food habits in the school child.

LIFE ATTITUDES AND THE CHILD

Among the many timely things said recently by Mrs. Marrs, President of the National Congress of Parents and Teachers, is the following:

"It is in the home during the child's most impressionable years that habits are formed and ideals set up that will do much toward determining his whole attitude toward life."

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FOR PRESCHOOL STUDY GROUPS QUESTIONS

1. Why is it that good habits of eating, sleeping and elimination form a foundation for mental health? Page 50.

2. In child training, why is it important to begin with the physical phases? Pages 50-51.

3. Why is it important that the child assume a right attitude toward his food? Page 51. How does an emotion such as anger or fear affect the digestive tract? Pages 51-52.

4. Why are some parents worried when their children refuse to eat? Pages 52-53. How does the child use the meal hour to draw attention to himself? Pages 53-55.

5. In overcoming faulty food habits, what are the necessary steps? In adopting a program to help the child overcome bad food habits, does it hurt him if he refuses to eat a meal or two? Page 55. How shall the parent control his emotion during this time? Pages 55-56.

6. Of what value are the weight-height charts? Page 56.

7. How may some emotional experience of the parent be responsible for the child's faulty feeding? Pages 56-57.

8. Why is it not desirable to discuss the child's food difficulties before him? Pages 58-59. What habits do children frequently resort to, in connection with feeding? Pages 60-66; 66-68.

9. Tell of the advantage of dainty meals, regularity in serving, cheerful conversation, in establishing good food habits. Pages 68-70.

10. Plan a complete program for forming right food habits in the baby; in the preschool child. Chapter IV.

REFERENCES

Rebuilding the Child, by Frank H. Richardson. Chapters 3 and 4.

Your Growing Child, by H. Addington Bruce. Chapter V.

Study Program III, Lesson II

For High School Study Groups

BASED ON "ON BEING A GIRL," BY JESSIE E. GIBSON, AND "FATHERS AND SONS," BY SAMUEL S. DRURY

PART 1. THE GIRL: HER COMMUNITY CHAPTERS 4-9

THE WOMAN CITIZEN.—1. Tell how the position of woman has changed in the last century. Pages 33-38.

2. What were the complaints of the Woman's Rights Convention, which was held in Seneca Falls, N. Y., in 1848? Pages 38-40.

3. What is the responsibility, today, of the individual woman? Pages 41-42.

AN INVENTORY.—1. The qualities which work against good citizenship are: An inferiority complex, individualism, personal viewpoint, too close attention to details, an inclination to act from emotion rather than intellect, an inclination to expect certain privileges because of sex rather than personal merit. Give author's argument. Chapter V.

2. The qualities which work for good citizenship are: A feeling for people rather than things, being practical in everyday affairs, giving attention to necessary details, being conscientious, having a love for beauty, caring for personal appearance, having an interest in attractive surroundings. Discuss fully. Chapter V.

THE OBLIGATIONS OF CITIZENSHIP.—1. Read in class and discuss A Pledge for Citizenship. Chapter VI, page 56.

2. Do we as women assume the duties of our voting franchise? Pages 56-57.

3. Making good homes is the first duty of men and women citizens. Discuss. Page 58.

SCHOOL CITIZENSHIP.—1. How can the parents help the child to establish good school citizenship? Chapter VII.

2. How shall we influence the young person's attitude toward school activities? Page 61. How shall we influence his attitude toward his teacher? Pages 63-64.

3. Discuss the arrangement of the daily program of the high school pupil. Using program

3, page 67, as a model; ask your child to plan a similar one.

SOME SOCIAL PROBLEMS.—1. Discuss the parent's responsibility to our social problems. Pages 69-70, Chapter VIII.

2. Review briefly the social progress of the world. Pages 71-73.

HOW TO HELP.—1. How may parents help to bring about a better social order? Pages 75-79, Chapter IX.

NOTE—These chapters have been written from the standpoint of the high school girl, but the above questions are from the standpoint of the parent. Our own good citizenship impresses our children and helps them to carry over into the school our own ideals. Imitation is apparent in good citizenship. Discuss.

SELECTED REFERENCES—See pages 107-114.

Text, *On Being a Girl*, by Jessie E. Gibson. The MacMillan Co., N. Y. and San Francisco. Special price, \$1.60. (Ask for *School Edition*.)

"FATHERS AND SONS"

BY SAMUEL S. DRURY

CHAPTER 2. AND YE FATHERS!

(To be reviewed by a class member)

STRIKING THOUGHTS OF THE CHAPTER

"Confidence grows out of comradeship, which in turn results not so much from living together as from working together or playing together."

"To have your boy a better individual than you were, purer, braver, merrier, brighter at school—these are legitimate phases of our general attempt at immortality."

"Our joy lies not in our securities but in our sons; the heart of the world is not in the cold drawer of a safe-deposit vault, but in the room of the growing boy upstairs."

National Office Notes

BY FLORENCE V. WATKINS, *Executive Secretary*

Another school year has begun and of course all the local program committees have their programs for the year ready, and mimeographed or printed for distribution. Not only this committee but other parent-teacher workers will be glad to know about the new helps which are ready for the use of Congress units.

First in importance come the "Proceedings" of the Cleveland Convention. Each state branch was allowed one free copy for each 1,000 members. It is hoped that the persons receiving these will be so enthusiastic over the contents that they will tell everyone they meet about them. We have one thousand additional copies to be disposed of to the workers in parent-teacher associations. The price, \$3.00, is really very low for a book of such excellence. The contents will prove of great value to the association if the copy purchased is passed from member to member so that all may become somewhat acquainted with the work being done in the states and in the National Congress. The volume will also give excellent material for carrying out programs on the "Seven Objectives in Education." Do you not like the new form and the board covers? And is not the list of local associations interesting? Is your local listed there? If not, is it because you are trying to work along alone instead of with the 18,000 other locals which make up the National Congress of Parents and Teachers?

All will be glad to know that the National charts about which we have heard so much are now ready. There are twelve in the set, printed in black on white map-cloth 36 by 44 inches in size. The price is \$10.00 for the set. The charts will be of especial assistance to those conducting institutes or training classes for parent-teacher workers or for those who may be giving addresses on parent-teacher topics. The charts show: 1. Diagram of the organization of the National Congress of Parents and Teachers. 2. Diagram of the Local Association. 3. Diagram of Program Planning. 4. Diagram: The Meeting. 5. Why a Congress Parent-Teacher Association? 6. Pertinent Points About the National Congress. 7. Guiding Principles. 8. Activities. 9. Program Guides. 10. Local Headquarters. 11. Leadership. 12. Cooperating Agencies. The charts are sold only in sets.

As in the past, the Diagram of the Organization of the National Congress may be purchased singly. It is this time printed in black on white and is 36 by 44 inches in size. The price is \$1.00. Small reprints of this diagram have been made on paper 8½ by 11 inches, selling for 5 cents each or \$2.00 per hundred.

All of the above publications may be ordered from the National Congress of Parents and Teachers, 1201 Sixteenth St., Washington, D. C. The order should be accompanied by check or money order.

By the time this issue of CHILD WELFARE reaches its readers the revised Handbook will be in distribution. On its pages will be found answers to many questions often asked about parent-teacher work. The price is 25 cents for single copies, 5 copies for \$1.00. If each local could purchase a copy for each member of the association who would promise to read and study it, the National Congress would soon have an informed membership—and then what *couldn't* be done!

Have you seen the new parent-teacher textbook, "Parents and Teachers"? It is published by Ginn and Company and was edited by the first vice-president of the National Congress of Parents and Teachers, Mrs. Edward C. Mason. It, too, will be of great help to officers and members of local groups and to any who wish to know "what this parent-teacher talk is all about." The price is \$2.00, and every local should purchase at least one copy for its own use, one for the local library, and one for the school library. Why not start a parent-teacher library with the publications mentioned above? Students preparing degree theses on parent-teacher topics will find the three books mentioned of great assistance.

The leaflets mentioned below should be ordered from your *state* office and *not* from the National Office.

Those who are on the membership committees of local associations will be glad to know that a new leaflet on the subject is ready for their use. It is prepared by the new chairman of the National Committee on Membership and contains many practical suggestions for *getting* and *keeping* members. This is a question that is as old as parent-teacher associations, but one that is always of interest.

A new edition of the Founders' Day leaflet containing a memorial tribute to Mrs. Birney and a history of Founders' Day is also ready. The material has been revised and a short personal history of Mrs. Birney added. Founders' Day chairmen will be thrilled to have the material for the celebration of this day ready so early.

The leaflet on "Child Hygiene" has been revised and appears under the new name of the committee—"Physical Hygiene." Other leaflets which have been out of print for some time but are again available are: "Children's Reading," "Recreation," "Music in Our Homes and Schools" and "Legislation."

New Order Blanks which are being sent out to the states contain the names of all available leaflets. Please do not forget that this list is up-to-date at the time of issue. When additional leaflets become available, information will be sent through CHILD WELFARE and state channels. If the name of a leaflet which has been used in the past is not now listed on the order blank it is out of print and *cannot be sent*. Please do *not* write-in any titles on the blank.

FIGURATIVELY SPEAKING

TOTALS, tabulations, circulations! We all may get "counters colic" but we are going to have a great time following the subscription fortunes of the Class Contestants from now until midnight of March 31, 1929—the closing date of the Class Campaign. We shall enjoy the competition but, of course, we shall not forget the real incentive—the value of CHILD WELFARE MAGAZINE to parents. The friendly race is on! And below are the standings as of August 31, 1928! In each Class the Branch having sent in the most subscriptions for the period, April 1—August 31, 1928, is ranked No. 1, the next in receipts, No. 2 and so on. We shall not publish the totals in the Magazine but the Oak Leaf Service will release the figures to those authorized to receive them.

CLASS 1	CLASS 2	CLASS 3	CLASS 4	CLASS 5
1. California	1. Kansas	1. Arkansas	1. Rhode Island	1. Arizona
2. New York	2. Colorado	2. Mississippi	2. District of Col.	2. New Mexico
3. Texas	3. Iowa	3. Oklahoma	3. Connecticut	3. Hawaii
4. Illinois	4. Georgia	4. Nebraska	4. Vermont	4. Montana
5. New Jersey	5. Tennessee	5. North Carolina	5. West Virginia	5. Louisiana
6. Michigan	6. Minnesota	6. Florida	6. South Dakota	6. Utah
7. Pennsylvania	7. Washington	7. Kentucky	7. Virginia	7. New Hampshire
8. Ohio	8. Indiana	8. Oregon	8. Idaho	8. South Carolina
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